# THE JOURNAL OF EDUCATION

Volume 134 JANUARY 1951 Number 1

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Teaching the U. N. in Crisis — FRANCES A. THOMAS
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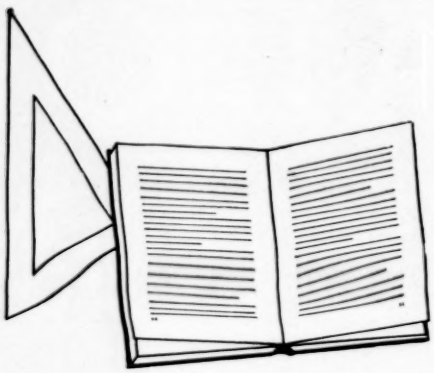

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# The JOURNAL of EDUCATION

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## As we go to press . . .

It occurs to us that there are two ways of looking at this particular issue. The superficial way is to regard the Triple Cities Section as a gesture of good will toward that cluster of communities in southeast New York which has recently become the center of our own publishing activities. Thus viewed, this section might seem to be an intrusion, something to be skipped and perhaps forgiven as we forgive commercials on radio and television—though some we can't.

The other way of considering this issue is in our opinion a better way, since, where consistency happens to exist, it is always pleasant to discover it. The fact is that this issue has a focal point or keynote, namely, the tailoring of education to fit the needs, the present-day needs, of children in a world that must be faced both locally and internationally. How the schools and colleges of Binghamton, Johnson City and Endicott, New York, are adapting instruction to the industrial and business demands of their own geographic unit is graphically told—and the story may suggest pertinent comparisons of what the schools in your very own bailiwick are doing along adjustment lines.

We live where we live and work. But we also live in the larger areas of creative expression, of horizons stretched by reading, of trying to understand our global neighbors in their various languages, of watching with keen and hopeful interest the efforts of the United Nations to drop the war club.

To claim that this issue is as well unified as some books we have run across on education would be rather too much—or would it?

# *Your Textbook Reporter*

## Around the World

Comes a series of three geography readers for grades four, five and six. The titles are: **Australia and New Zealand, Great Britain and Canada,** and **Islands of the Western Pacific.** Written in each instance by persons who have firsthand familiarity with the lands described and expressed in simple terms, these supplementary books offer no impediment to the youthful explorer. In fact they are meant to attract him with their lavish array of photos and their storybook style, as well they may. You must not expect too much delving into social or political institutions and conditions, but more of what the casual visitor would see, plus bits of history needed to explain how things grew to be what they are. The whole idea is to fill in details of certain areas scantily covered in the regular textbooks. In Australia, for example, there are those queer animals, that back country called the Bush, with its primitive people, the meaning of the name Australia (Southland) and similar matters. In Great Britain, there are sights to see and hear about from London northward, lakes and harbors, mines, factories, Roman walls, bridges, shipyards—everything. And so it goes. Here are facts on life and living things; dead things too, like mountains that growl and spit. It's the Around the World Series and the journey is easily taken at a schoolroom desk or in the library corner,—while I am safe and live at home, as Stevenson puts it.

GREAT BRITAIN AND CANADA, AUSTRALIA AND NEW ZEALAND, ISLANDS OF THE WESTERN PACIFIC. Irwin, Russell and Lewis. The Macmillan Company, New York. $1.80 each

## Music in the Air

**Happy Singing** and **Music in the Air** are attractive numbers in the popular series edited by Dr. Dykema, **The Singing School. Happy Singing** is meant for any combination of the first four grades. **Music in the Air** is for the four grades next higher in the scale. The samples at hand are teachers' editions. In their later pages they contain valuable suggestions on how the teacher may best use the songs, rhythmic exercises and other lively material for making music in the school an enjoyable and enriching experience. The abundance of songs presented in each volume insures freshness for those pupils who retain the same book for two years or more.

Children in ungraded schools or schools where several grades assemble for the music period are headed for many a good time with these two special compilations. And their teachers will know how to use the books more aptly.

MUSIC IN THE AIR. HAPPY SINGING. (Teachers Manuals.) Dykema and others. C. C. Birchard and Company, Boston.

## Two Southworth Histories

Two new texts in history for the middle grades are titled **Long Ago in the Old World** and **Early Days in the New World.** The style is easily understandable by children of the grades addressed, the illustrations are large and revealing, and the binding and general construction promises to resist a number of suggested conclusions.

The book treating of the Old World begins with early man, takes up the civilizations of Egypt, Babylonia, Greece and Rome, and describes the Dark Ages and succeeding centuries down to and including the Renaissance. The story ends with a period of exploration and discovery and the opening of the New World to European colonization.

The volume on the New World, pictures the various Indian groups found in America by the white settler; traces the fortunes of the colonies, their charters, modes of living, quarrels among themselves and with their Redskin neighbors, the growing spirit of independence, the Revolutionary War, and the period of political uncertainty that culminated in adoption of the Constitution. Special attention is given to development of a chronological sense by means of time summaries after each chapter, and study helps pose questions to be ended by the pupil with correct selection from a member of suggested conclusions.

Aided by this pair of simple histories, pupils should acquire an excellent grounding for their subsequent study in this field.

EARLY DAYS IN THE NEW WORLD, LONG AGO IN THE OLD WORLD. Southworth and Southworth. Iroquois Publishing Company, Syracuse, New York. $2.64, $2.56

## Measuring Educational Achievement

Teachers and administrators who occasionally prefer to construct their own tests will find much useful information in this new manual, **Measuring Educational Achievement.** It offers more of practical help than of abstract theory. And it is broader than its title, in that it treats the measurement of aptitudes, personality traits and other matters of concern to educators and not simply achievement. All the prevalent types of tests and of questions are taken up in detail and illustrated. Both classroom and shop tests are discussed. Many references are made to existing tests. Everywhere is stressed the importance of a definite purpose which the tester must constantly keep in mind, also the need for utilizing the ratings resulting from the tests for the betterment of instruction or the guidance of the student.

By and large it strikes us as a suitable introductory text in tests and measurements, getting down to brass tacks instead of speculating from the clouds. But tastes differ. That is why so many different books are in demand.

MEASURING EDUCATIONAL ACHIEVEMENT. Micheels and Karnes. McGraw-Hill Book Company, New York. $4.50

## Daily Drills . . . English

How to employ words and sentences correctly in situations commonly met—how to speak and write so as to express ideas without distractive errors—such are the problems tackled in **Daily Drills for Better English,** now in a revised edition. It is a smallish book, its contents concentrated and direct. It sets up a situation, maybe a panel discussion or a friendly letter; lays down the rules; then provides exercises. There comes a time in high school or that green year of college when the teacher is in despair.

Will these students never learn English—never practice what they have supposedly been taught? We see a stiffening of the instructional jaw, and a search for a handbook dealing with first principles. Ah, this is it! They must learn to spell and punctuate. Don't they ever consult a dictionary? Won't they stand on their feet and say something intelligible when called on for a report or an opinion? Come, now. You must jack up your English or you will disgrace your school. Daily drills are the inevitable solution. The materials are all here, thanks to Webster and Stratton. This is your last chance. Get busy!

DAILY DRILLS FOR BETTER ENGLISH. Webster and Stratton. World Book Company, Yonkers, New York. $1.84

## Jamestown Adventure

Boys and girls of junior high age or a little younger who prefer their American history with a touch of fiction may like this sequel to **How the Pilgrims Came to Plymouth. Jamestown Adventure** covers with vivid detail the first twelve years of the colony, with plenty of references to skirmishes with the Indians, intrigues against Smith, the kidnapping of Pocohantas, hurricanes and dangers of all sorts. Young savages will absorb the more significant events almost without realizing it as they are carried along by the story.

Illustrations and typography are inferior to those in many modern history books, but this probably won't bother the young reader.

JAMESTOWN ADVENTURE. Olga W. Hall-Quest. E. P. Dutton and Company, New York. $2.50

## Classical Civilization

While the title, **Classical Civilization,** suggests both Greece and Rome, the main emphasis is upon Rome. The work is historic in scope and handling, but its chief concern is with art, literature, government, religion, law, science, engineering — these rather than the succession of wars and military conquests that engaged so much of our attention in earlier histories. The course of Roman expansion, social growth and political experimentation is traced through the centuries from the first settlement of the city by the Tiber to the overthrow of the empire. The chapter on Latin literature is supposed to be accompanied by the study of Latin writers in the original language, but in these crowded times there are many who want to know what they can get at second hand, and the authors supply this information rather well. To read this volume is to learn much of the background or underpinning of our own heritage from Western Europe. And the reading will not prove dull or difficult to the average student, whether in college or in high school.

CLASSICAL CIVILIZATION. Couch and Geer. Prentice-Hall, Inc., New York.

## Tom's Town and Other Places

The Winston Social Studies Series continues with two new books, **Tom's Town** and **Other Places.**

In the first of these, Tom, Betty, Joe, and the rest of the boys and girls in Miss Hill's class learn about community workers—trainmen, carpenters, librarians, firemen, policemen, postmen, playground supervisors, city councilors and all the rest. Ideals of cleanliness, sharing, care of public property, committee work, fairness, obedience, consideration, punctuality, planning, and taking turns are stressed in the experiences described.

**Other Places** shows children exploring a wider field. A cotton plantation, a mining town, a lumber camp, a ranch, a national park—all are described in such a way as to stress the fact that people in every part of the country work towards the same basic ends and are mutually dependent.

Attractive photographic illustrations are supplemented by black and white sketches.

TOM'S TOWN, OTHER PLACES. Mary Willcockson. John C. Winston Company, Philadelphia.

## A Cat and a Crow

D. C. Heath's **Our Animal Story Books** now include two new titles.

**Shadow the Cat,** a feline almost as attractive as those drawn by Claire Turlay Newbury, looks for a playmate among the farm animals—sheep, cows, goats, ducks, chickens, birds, rabbits, squirrels, and ducks—before he finally locates two kittens ready to race up and down hill with him.

**The Little Crow,** a tame one, makes considerable trouble with the goat-like appetite that causes him to sample everything from hats to birthday cake before his young owners decide that he is not a particularly accomodating pet and release him.

Simple rhythmic language with occasional rhymes, lively action, and gay illustrations are characteristic of both these stories for primary graders.

SHADOW THE CAT, THE LITTLE CROW. Osswald and Reed. D. C. Heath and Company, Boston. $.40 each.

## Also Received:

**Agenda for American Jews.** Ginsberg. King's Crown Press, New York.

**Career Planning.** Pace College, New York. (Free to high school students and counselors.)

**Catalog of Talking Books for the Blind.** Library of Congress, Washington.

**College Women Who Express Futility.** Wilson. Teachers College, Columbia, Bureau of Publications, New York.

**Descriptive English Grammar,** (2nd edition). House and Harman. Prentice Hall, New York.

**Freehand Drawing Manual.** Winsey. Prentice Hall, New York.

**Functions of a Modern University.** State University of New York, Albany.

**History of Education.** Cole. Rinehart and Company, New York.

**Human Rights—World Declaration and Practice.** Baldwin. Public Affairs Committee, N. Y.

**It's Fun to Find Out—Film Story Books.** D. C. Heath, Boston.

**Latin Fundamentals,** (3rd edition). Hettich and Maitland. Prentice Hall, N. Y.

**Modern Abnormal Psychology.** Mikesell. Philosophical Library, New York.

**Readiness for School Beginners.** Hildreth. World Book, Yonkers, N. Y.

**School Law.** Remmlein. McGraw-Hill, New York.

**Social Studies for Children in a Democracy.** Michaelis. Prentice Hall, New York.

**Teacher in School and Society.** Rugg and Brooks. World Book, Yonkers.

**Your Ticket to Popularity,** Good Manners. Boy and Girl Scouts of America, New York.

# EDITORIALS

## DESERTION IN REVERSE

Frequently a manuscript which for one reason or another we could not present to our readers, leaves an afterglow. So it has been with a certain bit of autobiography submitted by a young woman in Missouri who had spent eight years in business and had then abruptly turned to teaching. The experiences she had on entering the school field—being assigned to the high school when she had applied for work with first graders, for example,—are not unknown to most of our readers. Yet this decision to quit a business career in favor of teaching is the other way around from what we hear and what we know does occur. Why did this girl choose teaching? Not for lack of success. She held a good position in the metropolis of the business world. But she asked herself where it was getting her. Was she making her life count? To her, it seemed otherwise. And although she encountered many difficult and trying circumstances in her struggles with teenage discourtesy and indifference in a school barely an inch removed from the traditional type, she nevertheless will continue. Why will she continue? Because she is gaining confidence and increased effectiveness in a task she knows to be worth doing. The life of a teacher really counts. Not in figures on an adding machine. Mostly in terms of those unseen things that are eternal.

Mind you, it is largely a matter of individual preference. Many men and women in business are making life count and many contribute more in that area than they ever would or could in education. But it may be comforting to some people who have spent all their working years as teachers and have sometimes wondered why—this girl who turned from business to make life count.

## PASADENA'S BONER

When a city like Pasadena lets go a superintendent enjoying high rating among educators, as does Willard E. Goslin, it does no good to write your Congressman by way of protest. In fact, you can only grit your teeth and wait for certain segments of the population to catch up with what is happening in school practice. In this particular instance, several groups, including oldsters who wanted higher taxes for pensions rather than for schools, ganged up against Dr. Goslin and his so-called progressive policies, declaring their own preference for the three R's and their dissatisfaction with a system that caters to the individual child and his whims.

It gets to be an old story, this insistence upon a return to fundamentals, when the fact is that no one ever succeeded in teaching those things to all the children even in the "good old days" when only a fraction of the juvenile population attended school anyway.

As for progressive ideas and procedures, these have been pretty well shaken down by experience so that they now contain very little nonsense.

We are sorry to see a place usually considered above the average in brains and culture, disgracing itself as Pasadena has done. May its new superintendent meet with better luck and less stupidity!

## A LIFE-ADJUSTMENT STUDY

Alert educators scarcely need to be told that one of our most serious problems is the failure of most high schools to give the right sort of instruction to the boy or girl who is not going on to college or technical school or taking a business course. Nearly half the pupils who enter high school drop out before graduation, many of them the day they reach the age when the law no longer requires them to be in school. There is always the hope that new light will break upon the problem, and of course this hope increased when the U. S. Office of Education, some three years ago, named a nine-member commission on Life Adjustment Education for American Youth. That commission, headed by Supt. Benjamin Willis of Buffalo, has issued its first set of recommendations in a book of 160 pages. After restating the problem for slow-to-learn schoolmen and the general public, the report suggests efforts to negotiate a more liberal if less liberal-artish attitude on college admissions, and a departure from theoretical or traditional disciplines in favor of more practical matters, such as citizenship, family relations and work.

High school students, the commission finds, should join with adults in tackling the special situations needing attention in their communites. This is excellent, provided their teachers can keep away from trouble. We mention this as a somewhat mundane consideration, but practical. We still think it a good idea for the schools to stress preparation for citizenship.

We don't say it cannot be done, this improvement in citizenship training or that it should not be undertaken. But at its best it will only succeed with some, not all, of those potential dropouts.

The main value of the report is to redirect attention to the matter and to stimulate educators to apply more zeal and ingenuity to discovering the answer that best fits a particular school system or locality.

## CRIME COMICS

Thoughtful citizens are increasingly anxious to know if movies, radio, television and the comic books are influencing children in the wrong direction. Many forms of crime are portrayed by these media of mass communication and the children look and listen avidly, often getting tips on how criminal acts are committed. What are the net effects on children's character? Probably it depends on the child, his natural instincts and the training he received from the people that surround him. Meantime it is just as well for the entertainment producers to be watched and reminded. Thus it was a good thing that ten publishers of crime comics were called in, along with public officials and child guidance experts, to testify before the Senate Crime Investigating Committee. The immediate verdict appeared to be that crime comics are seldom a cause of crime. The statement elicited from FBI chief J. Edgar Hoover is worth quoting here. Said he:

"It is doubtful . . . that an appreciable decrease in juvenile delinquency would result if crime comic books of all types were not readily available to children . . . The answer may lie not in wiping out objectionable crime comics but in substituting restrained presentations which will allow the child under guidance to logically set up standards as to what types of crime comics are good or bad."

That expression, "restrained presentations", conveys a thought that may be applied equally well to all the common types of mass entertainment. Adults should select and limit. They should discriminate and teach their children to discriminate. A public that prefers self controls to prohibitions must learn self control.

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## CONSERVATION MINIMUM

The Department of Agriculture reports that fires last year destroyed 324,000 acres of our national forests, or nearly double the area thus devastated in the year before. While the difference between the two years was largely due to weather conditions and there was a slight decline in the number of fires, still the loss of 500 square miles of forest is inexcusable. Such waste causes serious problems of erosion and makes inroads on our supplies of water.

The point in mentioning this matter here is that the schools can do something definite and effective toward checking this huge economic loss. Teach conservation, yes. Climb aboard a plane and fly over your state or county, as a group of teachers from New York City recently did by way of a field trip in their in-service study of natural resources. But if you can't do all you would like to do in this respect, the Journal suggests a minimum procedure that will be much simpler. Remind the children to remind their parents or other adults with whom they ride about the country not to throw burning cigarettes or matches out of car windows, and not to leave camp fires smouldering. Nearly all forest fires are man-made. Nearly all start from a match. A match is a little thing, and so is a child. Match the child against the match and see if it won't help grownups to grow up and trees to do the same.

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## FINANCIAL FACTS

Education can no longer be delivered in a vacuum. It should be cultural and idealistic. But it had better be related to the here and now.

One of the commonest experiences of life is that of spending money. It is even more common than that of earning money, since several members of a family may spend from what one person earns. With spending so common and so important to the individual and the nation's economy, you might expect the people's schools to give more instruction than they do in so-called consumer education—the art of managing personal and family finances.

Take the matter of inflation, for example. It is not a far-off danger, but something very real and present. Any child can be taught about hoarding, black markets and rationing. He can be led to grasp the effect of consumer demand on prices, the ideas behind price and wage controls, and the meaning of cost of living.

All this is elementary, of course. But how many children are learning such facts of life as a regular feature of their school courses? Not too many, that is certain.

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## 'TWAS EVER THUS

It's a hardy perennial complaint that those who pass through the schools nowadays cannot read or cipher as well as the children of an earlier generation. This complaint will spur investigators to investigate time after time. Some of them will find, as did Messrs. Caldwell and Courtis, that unselected pupils of the present era can spell more accurately than their great grandparents did; that they do better on thought questions, less well on rote learning. The comparison in this instance was made by letting unselected pupils of 1919 take the tests used in 1845. More recent inquiries have shown similar facts.

No doubt the youngsters enjoy their part in these comparisons. The investigators enjoy the experiments even more.

# BRING LANGUAGE TEACHING TO LIFE

**MAX SHEROVER**
**President, Linguaphone Institute**
**New York City**

Languages are important as never before. On every front, America has shifted towards an international outlook.

Yet foreign languages are taught today as they were in the days when their primary function was for entrance into college or for cultural embellishment. They are taught as "subjects" for study, not for use in real life situations.

Educators are therefore finding it imperative to review the concepts, objectives and techniques of language instruction. They are finding that this instruction is not geared to today's needs.

The present methodology, with only minor concessions to the "direct method", still has deep roots in the traditional study of Latin and Greek as strictly "reading" or "translation" languages.

A somewhat grammatical, academic approach dominates the experience and the thinking of the vast majority of language teachers in the schools today. Many school administrators and teachers would probably acknowledge that present-day teaching techniques urgently need revision.

### Obstacles to Improvement

Before any improvement can be expected, however, certain fundamental obstacles, rising out of the teacher's own training, must be eliminated.

One such obstacle is the *accumulated inertia* which makes for rigidity in any established system. The established method of teaching languages is related to the formal requirements for the student's advancement up the educational scale, from grade to grade, from secondary school to college, and from college to graduate studies and advanced degrees. Teachers hesitate to change teaching methods, even if this would give students a usable command of language, because it might jeopardize their ability to pass the standardized tests which are based on memorization of grammar, vocabulary and translation of selected readings.

The second obstacle can most simply be referred to as *fear*. Most proposals for improved methodology in language teaching include a swing into conversational techniques. The reasons this is essential will soon be made clear, but, it should be noted first that the techniques generally used by our teachers virtually preclude their easy switch to the conversational method because of a fear which has a psychological as well as a physiological basis.

Teachers themselves have mastered grammar, vocabulary and translated selected reading. They have acquired a reading or "silent" knowledge, rather than a speaking, or "thinking" knowledge of the language. Recall, if you will, the frequent appearance in literature of the American school teacher abroad, a comic character, whose attempts to speak a language result in malapropisms, rendered with an outlandish accent, and causing misunderstanding or complete failure in effective communication with natives.

Most people who have learned a foreign language as the American school system teaches it—with some notable exceptions—simply will not run the risk of appearing ridiculous to foreigners.

The fear we have been talking about is present even when the teacher is at home in her own classroom. Having acquired language knowledge through grammar and reading, she has no basis for articulation of thought in that language. And whenever a conscious effort at articulation is made, as it ought to be in the conduct of a class, the articulation becomes merged with the phonetics and intonational influences of the teacher's mother tongue.

This interference constantly blocks fluency in a foreign language, is a self-perpetuating defect, and is transmitted to the student. Specialists in pedagogy have for a long time pointed out the desirability of offsetting it by a greater reliance on speaking and listening elements in the classroom procedure, and increased usage of auditory aids in teaching grammar, vocabulary and inflection inductively.

### Principles of Teaching

My own experience, covering a period of twenty-five years as a director and administrator of foreign language teaching projects, has confirmed certain principles which should long ago have been considered obvious:

1. Audio learning must receive new and intensified emphasis;

2. Passive reception of learning units, through systematic exposure to the sound and content of the language must be provided for;

3. Motivated learning on the principle of "association" ought to be integrated with audio-visual stimuli;

4. Functional relationships between language related to the connotation of event and object must be brought together in the learning process;

5. Earlier start—yes, at the grade school age.

### Audio Learning

The analogy between learning a foreign language and the process by which a child learns his mother tongue has often been made. The French, German or Chinese child of ordinary intelligence learns French, German or Chinese by hearing it. By hearing it, he learns words, phrases, idioms, usage, sentence structure. He learns to understand it, and he learns to reproduce it with his own vocal mechanism. He learns meaning not from a dictionary, but from the object situation, event and context the verbalized sounds denote. He learns to express himself, to enter into relationships with people and things, by hearing and reproducing the sounds of the language. After a certain amount of this learning, he has a basis for learning to read, to write and to study grammar.

This process can be accomplished for a language student in America by reproducing analogous conditions in the student's experience.

### Passive Reception

Again drawing upon the analogy of a child learning his mother tongue, we see that the initial learning is passive exposure. The child hears people speak for a time before he himself repeats words, phrases, sentences. He makes meaning associations unconsciously at first, then half consciously. Gradually he starts to imitate the sounds, then the word sequences, and then consciously expresses meanings of his own through imitation and experiment. At every stage in his learning process—in fact throughout his life—he is subject to passive exposure, by hearing which leads to thinking.

It is important that the suggested usage of foreign language films, songs and recordings be programmed in such a way as to assure a considerable experience of listening before attempting to imitate and repeat.

The student can attend foreign films, listen to foreign songs, hear foreign language broadcasts or recordings. All these devices can be brought into the classroom and programmed in the regular teaching cycle. These activities can also be integrated with carefully planned reading and recitation units. Also important is the opportunity to coordinate classroom sessions with extra-classroom activities, using the same devices, intensifying classroom stimuli.

### Using the Neuro-Linguistic Mechanism

Modern neuro-psychological knowledge directs attention to the mechanism of speech as being a combination of the vocal muscles together with the sensory receptor (the ear), the neural patterns established in the cerebral cortex, and the neural mechanism of vocalization. The thesis generally accepted is that repeated auditory stimuli build and fix neural pathways in the cortex, enabling a counterpart neural and muscular mechanism of the voice to reproduce what the aural receptors have received as stimuli. After auditory stimulus patterns have been built up in the cortex, the eye receptor can come into use through the learning of the visual symbols which we call the written language.

From this it follows that the basic precept of language learning must be LISTEN — THEN SPEAK. Premature effort at repetition will delay the learning process because it will inhibit fluency.

When the teacher undertakes to integrate the principle into her technique, she touches the basis of sound methodology. Implicit are not only repetitions of auditory learning units, but also production of the speech by a teacher who is adequately skilled in inflection, stress and tone as well as accuracy of vocabulary, idiom and sentence structure.

Even if the teacher were skilled enough in the language, she would become fatigued and bored if she attempted to repeat learning units over and over often enough to create sufficient passive reception followed by student imitation and learning.

Recordings made by people who are at home in the language, especially natives with the requisite degree of education and culture, seem to provide the perfect answer. Through their use, the stages at which the pupil begins repetition can be controlled by the teacher for the greatest learning achievement.

### Functional Relationship

Professor Charles Fries* has made an observation in connection with the teaching of English which holds equally true for foreign languages:

"Our language is an essential part of our experience, it gets all its meaning from our experience and it is in turn our tool to grasp and recognize experience."

This emphasizes a great obstacle which present day teaching puts in the way of students — uninteresting lesson content. Think how much more interest a student would have in his first attempt at a language if lessons dealt with television, baseball, or dances, instead of the usual exercises of "the umbrella of my uncle" or "I write with the chalk that is in the box" type.

Foreign language lessons which

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*Charles C. Fries "Teaching and Learning a Foreign Language" University Press 1947; p. 57*

give the student an experience of talking about things that are current in his field of normal interest, which in fact increase the range of his experience, will intensify the learning process through general stimulation. They take the language out of the "dead" category and place it within his living and growing experience.

**Earlier Start**

Only in the American education system (with the exception of Texas, California and Florida) is foreign language instruction started as late as the high school level. In European and Canadian school systems, children start foreign languages early in the elementary grades. As a result the educated foreigner has a command of at least one language other than his own and can handle it with a working fluency rare among Americans of equivalent education.

There is nothing inherent in language learning, when effectively conducted, that places it outside the realm of grade school children, even those of kindergarten or pre-school age. People who have taken their children to foreign countries have found their youngsters learning the language with rapidity and fluency that they themselves never attain.

By modifying present day curricula in the elementary schools to provide for foreign language instruction, we will take an important step toward giving the rising generation of Americans a skill whose values vocationally both in the professions and in business are daily more evident. But more than this, it gives the young citizen one of the tools he needs if America is to fulfill her destiny in a world where communication with one's fellow men is of crucial importance. As Barzun says in *Teacher in America* (Little Brown):

"The ultimate educational value of knowing a foreign language is that it lets you into the workings of other human minds, like and unlike your own. It takes you out of your local self and points out ways of seeing and feeling that cannot be perceived apart from the alien words that record the perception."

Foreign language teaching techniques in our schools must be revised to take this objective into account. The means are at hand even if the teachers are personally handicapped by being products of an older and no longer adequate system. The newer types of books, the recordings, the audio visual aids are available. What is now needed is the initiative to review and revise their concepts and objectives.

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# *Speaking of Languages . . .*

Dr. Aileen Travers Kitchen of Teachers' College Columbia, attributes the recent drastic drop in language enrollments to the fact that most American schools and colleges are still teaching French, Latin, German, etc., in the medieval tradition. We have not made use of the new research materials available in the field, Dr. Kitchen says, and our current school practices are 150 years behind linguistic research. Students, she thinks, should not be kept in "straight jackets", but should be allowed to set their own pace in the classroom.

* * * * *

"We . . . have been confronted with the distressing controversy between the grammarian on the one hand and the conversationalist on the other. It sometimes appears that those who teach languages are much more concerned with methodology than they are about the persons who are being taught or about the objectives of the course at hand . . . The truth is that the concepts of both the grammarian and the conversationalist must be considered in the study of languages. . . .

"One of (our) most essential needs . . . is for a revival of interest . . . in foreign language and for the development of a program leading to the mastery of at least one language. The following are examples of the steps needed:

1. "Language teaching for competent pupils should begin in the latter part of the elementary school, perhaps at the fifth or sixth-grade level — this is for all above-average pupils, not all children.

2. "An evaluation of language teaching should be undertaken.

3. Certification requirements for language-teaching should be completely reviewed and revised.

4. "Experimentation in this area should be initiated in selected public schools . . . . . We should not remain linguistically illiterate."

Editorial in the November, 1950, SCHOOL REVIEW.

* * * * *

Many Wisconsin high schoolers are studying Spanish through University of Wisconsin Extension courses. The student enrolled in a school too small to offer the language gets a series of lessons written at high school level from the University. He works independently on them in regular study periods. Once a week, he tunes in for a half hour of radio listening to conversational Spanish. These lessons, easy, give-and-take between members of the University Spanish department, are easily absorbed by the listeners. They are carried from the Wisconsin campus by FM network.

# TEACHING THE U. N. IN CRISIS

**FRANCES A. THOMAS**
**Member, Education Committee**
**American Association for the United Nations**

There are two different times in the life of any great undertaking when public interest in it is most easily aroused — when it is new and when it is in crisis. At the time of the Dumbarton Oaks and San Francisco Conferences in 1944 - 45, when the U. N. idea was new, a great outpouring of interest in world organization for peace became manifest in our schools. What would this new U. N. be like? Would it be stronger than the League of Nations? Would it really "save succeeding generations from the scourge of war?" Literature, films, speakers, were in demand. Model United Nations sessions were organized. Students held panel discussions, put up U. N. bulletin boards, and formed United Nations Youth groups.

Then the honeymoon inevitably wore off. In 1948 and 1949, shadows darkened; the cold war was on. Interest in the U. N. gave way in many schools to the North Atlantic Union, to world federalism, to ideas that seemed to promise more — or in some quarters, to plain apathy, or even worse, cynicism.

Then came June 25, 1950, and a real crisis in the life of the United Nations. North Korean troops invaded the independent, U. N. sponsored state of South Korea. The rest is history, still headlined in our daily papers. The United Nations did the thing it must do. The Security Council met within 24 hours, with frequent meetings in the following days and weeks. With prompt and determined co-operation from our own country, and soon from many other member states, United Nations flag fought through South Korea, then up into North Korea, in an all-out effort to check the aggression.

### New Interest in the U. N.

Of course, the tide of public interest turned again toward the United Nations. It is all too recent for any thorough survey, but the mounting number of calls upon the United Nations itself, upon organizations such as the American Association for the United Nations, upon the State Department indicate the trend. In the school it goes all the way from the elementary grades through the college and universities, and geographically from north to south, from east to west. The first week in November, the State Teachers College in Minot, North Dakota, held a Model General Assembly of the United Nations for the high schools of the state. A group of sixth-graders in Cincinnati wrote a long list of questions to the A.A.U.N. "Are we going to win? Do you think the 59 nations will stick together? Could you tell me if the Korean war will get as far as Cincinnati?"

### Meeting Our Responsibility

Incidentally, what about this note of personal concern, of fear? How shall teachers deal honestly with children's fears in a dangerous world, and turn their concern into a determination to do their part as citizens of the United Nations, now and in the future? The psychologists tell us the best way to handle fear is to resolve it into an affirmative attitude in any crisis, into a sense of participation in a great constructive effort.

Truly, teachers face a new wonderful opportunity, an almost terrifying responsibility.

Thousands of people, including many students, are flocking to Flushing Meadow, to Lake Success this year, to see history made. Thousands more, no, millions, are hearing and seeing the proceedings of the General Assembly, the Security Council, the Economic and Social Council, and other U. N. bodies, over radio and television. Here the teacher has an important part to play. Much of the discussion must sound dull, or even futile, to a young person not suitably prepared for what he is seeing or hearing. "They talk an awful lot", says the student. "Of course they do," the teacher must explain. "Think how long you students talk when you are getting up a new project in your clubs and committees. Yet you all know each other and have the same background. These people come from sixty nations, each with a different background, some very backward, from our point of view. You might almost say they live in different ages of history — some in the feudal period, some even earlier. Many have never had political freedom at home, and have not learned to value it. Through all this endless talk they learn each other's needs and points of view. The United Nations is a real training ground in world understanding. That is why it is so important to have them all here."

Model sessions of the various U. N. bodies are one of the most useful ways to teach international understanding. Students of the High School of Commerce in Springfield, Massachusetts, reproduced as a school

event for Education Week in November, the famous June 25th session of the Security Council on the Korean case, using the actual speeches made, cut, of course, to fit their time allowance.

Sixth-graders in the Logan School in Philadelphia have their own "Little United Nations", as they call it, and at their recent sessions have been discussing needs of children all over the world. They write that now they open and close their sessions with a moment of silent prayer, "according to a vote taken at a session of the real United Nations." A newspaper picture shows very earnest, attentive young faces behind signs marked China, France, Pakistan, Argentina, etc. One feels sure they will not forget this experience.

### U. N. Study Helps

Does not all this imply information and guidance from the teacher? Of course it does. But the results are so rewarding, and there is so much help. The United Nations will gladly send on request annotated lists of films, film strips, posters, discussion guides as well as factual material, some free, some at a very reasonable price. Write to the Department of Public Information, United Nations, Lake Success, N. Y. Indicate the age of your students. State Department material is in the main suited to inform the teacher or the high school or college student. Much of their material is free. Write to the Office of Public Affairs of the Department of State in Washington, D. C. for lists. The American Association for the United Nations has much, both free and sale materials, for students of all levels. Write to the Education Dept. of the A.A.U.N. at 45 East 65th Street, New York, N. Y.

Some school systems are preparing their own material and circulating it among their teachers. A committee in the Denver public schools publishes for its social science teachers a monthly "World Understanding Bulletin", full of interesting facts and helpful hints. Write for a sample copy to the Editor of the Bulletin, Department of Instruction, 414 14th Street, Denver, Colorado. So many of the standard publications carry helpful material in this field that it is difficult to select one for mention. However, we will venture to cite as a sample "The American Observer" for September 18th, published by the Civic Education Service at 1733 K Street, N. W., Washington, D. C. This pre-Assembly issue carried a striking photograph of the new U. N. building in Manhattan, as well as many other attractive pictures, cartoons, etc. A full-page article was headed "Dangerous Problems Confront the United Nations", another described a visit to Lake Success, and the 8-page issue concluded as usual with a column-long Study Guide, including some good references. No, one cannot evade this responsibility by saying, "I don't know where to get help." New help appears every day.

*The idea of asking Mrs. Thomas to write for us dates back to the time of the onset of the Korean crisis. We were sure then that teachers were going to want to know how to teach more about the UN, what to teach, and where to get the materials to do it. Mrs. Thomas seemed like the ideal person to write the article because, in addition to her long service as Education Director of AAUN — (she retired in 1949)—she has done educational work at all levels from elementary school to college, has been a school board member, and has helped to found a school. History has galloped since the day we happily sent Mrs. Thomas' paper to the printer, but we feel that her suggestions are even more valuable now than they were then.*

*Schools in York, Pennsylvania, Detroit, Michigan, and Los Angeles, California, have also stressed the U. N. in original ways.*

As this is written, a report comes to hand of a United Nations Day Forum at which 500 ninth-graders of the Herman Ridder Junior High School in New York entertained 200 visiting students from other schools in the city. In discussing how to overcome obstacles to the U. N. program, these youngsters mentioned not only changes in U. N. machinery, but elimination of colonialism, economic aid to backward areas, and better understanding of other peoples. All this is of such deepening importance, as the U. N. spotlight is on Asia. We simply do not know enough about the billion people of Asia. What is "in the minds of men" in that great continent? They want food (most of them are always hungry), a fair share of the crops they raise, escape from ignorance and disease, recognition of equality as human beings. The word Communism simply does not frighten them very much, if it promises them these things. A real improvement in their lot would weigh far more than radio broadcasts and leaflets about democracy. Right or wrong, this is how they feel, and we must try to understand it and reckon with it. A study of India and China would make a fascinating program this winter, suited, of course, to a given group level.

Let us each decide right now, in this winter of crisis, to measure up our responsibilities, not by frightening children, not by fomenting hostility toward any other nation, but by teaching understanding of other people's ideas and needs and of the methods by which a better world may be built.

# THE BASIC QUESTION IN READING

## What Is Your Purpose?

**HELEN RAND MILLER**
**Township High School and Community College**
**Evanston, Illinois**

Know what you want. Get it.

Know what you want to find. Look for it.

Know what your purpose is in reading. The purpose in reading always determines the method of reading.

In reading, as in other life activities, we must know what we want, know what our purpose it. We must use the common sense we need every day. The same principles apply. If reading is to be a part of life—and it has no other value—young people must learn to read in life-like situations. If reading has no use to students, they will have no use for reading. If boys and girls learn to think what their purpose in reading is and to read to accomplish that purpose, their reading can be an inherent part of their continued development as long as they live.

### Reading and Living

We must keep on thinking of the relation between reading and living. They are more closely interwoven than we have known. At the Training College for Teachers in Portsmouth, England, I had a glimpse into the use of reading. Three classes asked me to review English literature with them in the American way. We found that these twenty-year-old students had read almost no novels besides those they had studied in classes. They said they could not read novels during the war nor in the years of strain after the war. The situations in novels were inconsequential, while they were overwhelmed by real catastrophes. But they had read a great deal of poetry. They needed poetry. People need literature—different kinds at different times to help them live. It really is the life need or purpose that always determines what to read, when to read and how to read.

It is how reading carries over into life that we must consider. Emerson said in *The Man of Letters*:

"Reading! do you mean that this senator or this lawyer, who stood by and allowed the passage of infamous laws, was a reader of Greek books? That is not the question; but to what purpose did they read? I allow them the merit of that reading which appears in their opinions, tastes, belief and practice."

A dislike for literature can carry over into life. People often say that they do not read the classics *because* they were forced to read them in school. The lists of the least liked books are the titles of the classics that were required reading in school. That should give us pause and cause us seriously to think. It is dreadful for teachers of literature to kill literature, and that is what we have been doing.

### What Do They Want?

Our problem is simple to state: we must learn how to help young people know what they want to find in reading and how to find it when they want it. It is not easy to know how to do this in daily classroom practice. We must revise methods.

Emerson said, "The best rule of reading will be . . . not a mechanical one of hours and pages. It holds each student to a pursuit of his native aim. Let him read what is proper to him and not waste his memory . . . With this pilot of his own genius, let the student read."

We must find ways of helping young people to use their memories, not to waste them. They waste their memories when they read to answer questions we ask; they use their memories when they read to answer questions that are important to them. We must not give credit for the number of pages read or the time spent.

We have been told that people do not like to read because they have been forced to read. We have made a fundamental mistake in thinking that young people will not work, study, or read unless they are forced to do so. Life in a democracy should have taught us that free people can accomplish infinitely more than suppressed people. We must find ways of helping young people learn how to use freedom. They must have freedom in order to learn how to use it.

Our practice of having all students read the same book has had its deadening effects. Could any thirty people want to read *Silas Marner* at the same time and pace? If the purpose in reading is to answer questions the teacher will ask in order to get grades and credits, that is not cultivating reading habits for

life. If that is the way to read classics, people don't read them.

If a teacher knows the answers to the questions she asks, the situation is unnatural, unsocial. A person in normal life who asks questions when she knows the answers is mentally and socially unbalanced. Teachers should not act that way. We should not act in a classroom as we would not want people to act outside a classroom.

### Let the Students Decide

It is possible to plan a program so that each student reads a novel that he chooses.* Thinking why young people read novels and respecting their individual rights to dream their own dreams in privacy, I have come to these conclusions and made these resolves:

1. I will never give tests on the contents of novels students are reading to catch them on some part they may have missed. Such a test spoils the whole spirit of reading. Adults who read novels do not read them fearful that they will be asked questions. Students must be free to find what they want in reading. What they want in a novel is none of my business.

2. I will never ask for book reports. All student book reports I have ever read have been dull. I must not ask my students to write dull things, and I don't want to read dull things. Long oral reports, in my experience, bore the class. We must not train people to be bores. English should educate people never to be bored or boring.

3. I will not often ask students to write criticism of books or book reviews. To criticize a book is quite a different thing from understanding the meaning or enjoying it. It is not delicate even to ask a young person why he likes or does not like a book; it is as indelicate as to ask him why he likes or dislikes his mother. Love is to be felt but not always analyzed. Book reviewing is a highly specialized profession, and there is no need to train all students for it. However a twelfth-year class might spend some time in reading and writing book reviews to know about one kind of reading and writing.

### When not to Talk

Sensitivity is a quality most needed by English teachers. Sensitivity means knowing when not to talk. A teacher who reads a love poem in the glare of a bare rectangular classroom and says, "This is one of my favorite poems," offends the sensitiveness of young people, who care a great deal about love. Some poems are for solitude—or perhaps "solitude for two."

Young people need to react or respond while they read. They should be able to say something about what they read, though often they say it only to themselves. Day after day students have nothing to say about an assigned selection, but they can repeat the ideas or retell the incidents or answer the questions following the selection in the textbook. If they have been trained to read only in that way, they have been reading on the defensive against a barrage of questions. The ideas have not stirred their minds or been correlated with their own thinking. We must help them to learn to read creatively. They must be able to use their reading for life purposes.

> "It would be morally wrong of me to urge you to take up a classic like 'David Copperfield' and to settle yourselves in easy chairs for winter evenings' reading . . . If you tried. . you would grow restive; you would think of all the other things you might be doing more consistent with your environment . . . The days of the contemplative life are gone for most of us . . . The single prescription for adult reading should be to read something different, something that will change your mind."—Professor Weller B. Embler, head of the Department of Humanities, Cooper Union, speaking to the American Society of Mechanical Engineers.

### Reports vs. Recitations

One thing we can do is to explore the possibilities in the student report method to replace the recitation method. We have hardly begun to know how to manage the reports. They have these advantages, among others:

1. A student reads with a purpose: to find information he wants in order to tell his classmates what they are interested in or he thinks they should know. To be able to tell others what is interesting to them is a valuable ability. A student reads with more than a personal purpose; he has a social purpose and responsibility.

2. Since a student reads to find what is interesting to him and to others, the classroom is no longer a place to exhibit erudition. That in itself is a great gain. Teachers have exhibited their erudition and then asked students to exhibit theirs. That is not socially gracious behavior. No wonder the students have recoiled from it. It is surprising how alive young people, when they are talking with each other naturally, can make historical characters and how vital they can make information.

3. When students are free to use their initiative, when they create the learning situations, they read a great deal more than any teacher could force them to read.

*See *Freedom for Free Reading* by Helen Rand Miller, *The Journal of Education*, November, 1949.

# TRIPLE CITIES SECTION

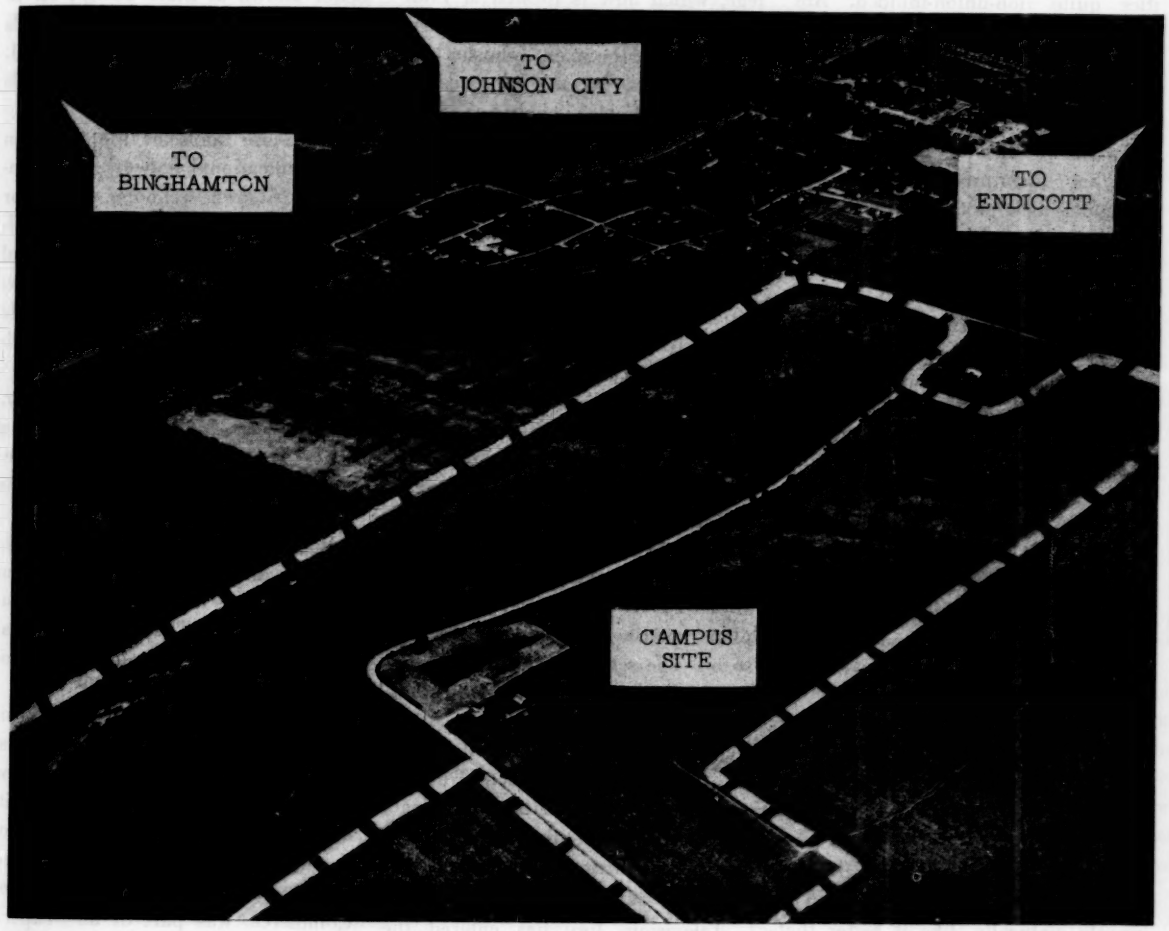


*Photo by Courtesy of The Binghamton Press*

**Area outlined by broken line in this aerial view is the approximate location of the 238-acre tract which has been donated as a new campus for Harpur College by Thomas J. Watson, chairman of the board of IBM.**

Three stalwartly independent communities—Binghamton, Johnson City and Endicott—form the Triple Cities of New York State's Southern Tier.

They are nestled among hills at the junction of the Susquehanna and Chenango Rivers in what has been Chamber of Commerced as the Valley of Opportunity.

This name has been misinterpreted by some young men who cast appraising eyes over a blooming crop of comely lassies. However, the three Chambers of Commerce had bustling industrial and mercantile activity in mind when they renamed the valley.

Without the doleful depths of depression and without the bombast of boom times, the Triple Cities have slowly and steadily grown into the seventy-ninth-ranking "metropolitan area" of the United States. This area contains about 165,000 people. Binghamton is the "big brother" with about 90,000.

EJ and IBM are key sets of initials whenever anyone starts talking about the Triple Cities' industries. Two giant concerns, Endicott Johnson (shoes) and International Business Machines, set the pace for

the local economy and for harmonious labor relations. What is acclaimed as a form of "industrial democracy" has made these communities quite non-union-minded. Another business giant is Ansco, chief competitor of Eastman Kodak in the camera and film world.

More than 130 other diversified industries produce a variety of items including furniture, aviation trainers, tools, dies, clothing, books, cosmetics, food products, electrical products, etc.

However, this is no smog-filled industrial section. Even on a foggy day you can look over the gleaming (or sometimes muddy) waters of the Susquehanna and Chenango, past their tree-draped banks, and onto the gentle slopes of the surrounding hills.

Binghamton and its neighbors are the busy shopping centers for suburbanites and farmers from many miles around. Together, the Triple Cities form the "metropolis" of a rich dairy farming region as well as thriving industrial communities. It was in Binghamton that the first Farm Bureau of the United States was organized, in 1911.

Despite its background of businesslike hustle, the Triple Cities area is not termed an important strategic target in World War Three. The people, naturally, like it better that way.

Tom Cawley, Binghamton Press columnist, has commented:

"This is a low-audience, stay-home town. In politics, Senator Paul Douglas drew 600 hearers in a 1,300-seat house . . . In sports, a local professional basketball team (pretty good, too) drew fewer than 200 . . . The advance sale for Lauritz Melchoir is less than a third of the house."

Distinctly on the faster-moving side of the picture, though, is the new Broome County Airport, one of the finest in New York State. This is located near the Triple Cities.

Definitely on the forward-looking side, too, is the establishment of a new four-year college, Harpur College, which now is located at Endicott. It will be moved to a large tract of land between Johnson City and Endicott, recently donated by Thomas J. Watson, chairman of the board of IBM.

The start of Harpur College may very well be the turn in the road which will lead to broader cultural and educational horizons in the area. Harpur might be termed the Triple Cities' new pride and joy.

This is the three-in-one community for which 20,000 public school students are preparing. The Triple Cities together constitute a typical Eastern U. S. community which is beset by the travails of our times, in all its schools as elsewhere.

Air raid drills have been set up, and all the other civilian defense measures of World War Two—airplane spotting, first aid classes, and so on. The schools again are centers for this grim type of adult education.

During intervals between war activities, other evening adult education classes are conducted in the public schools, in Harpur College, and in Binghamton's state technical institute. More than 2,250 attend such classes in Binghamton alone.

Television, too, has entered the educational headlines as another sign of the times. Martin A. Helfer, Binghamton Superintendent of Schools, has received from teachers reports of children who are not so alert and not accomplishing so much in school as they were before TV came to the community. Mr. Helfer has said, "Television can be a very fine medium of education. But it is another gadget we have in this modern life, and we've got to learn to control it."

Among other leaders in the sharing of responsibility for education on the local scene are Dr. Glenn G. Bartle, provost of Harpur College; Cecil C. Tyrrell, director of Binghamton's New York State Institute of Applied Arts and Sciences (much better known as State Tech); H. B. Eccleston, Superintendent of Schools in Johnson City; and William J. Krum, Jr., Superintendent of Schools in Endicott.

These are some of the top men in an educational network which includes 26 grade schools, six junior and senior high schools, Harpur College, State Tech, a dozen parochial schools, two business colleges (Lowell's and Ridley's), a Baptist Bible Seminary, and several other institutions.

Johnson City's music supervisor, Kenneth A. Myers, recently was honored by election as first vice-president of the New York State Teachers Association.

Business leaders of the Triple Cities realize the importance to them of the teachers and pupils in the education system. They know education's impact on the citizens of tomorrow.

Close cooperation of local businessmen and educators was illustrated in Endicott recently, when the village's teachers toured Triple Cities industries while their pupils got the day off. The project, sponsored by the Greater Endicott Chamber of Commerce, was part of an "experiment in exchanging ideas." A second phase planned is that of businessmen spending a day in the schools.

Many are the students who leave schools for the factories of the locality. For them, an outstanding industrial training program has been developed.

Turning from what might be called the crassly commercial, the youth of the Triple Cities can find plenty of chances to "acquire culture" even after stepping out into a dark, Wagnerian, war-haunted world.

Stay-at-homes though the people

**Two outstanding contributions to first grade programs**

**For basic number understanding** — *A first course in Structural Arithmetic for kindergarten or early first grade*

# EXPERIMENTING WITH NUMBERS

Catherine Stern

Here is an entirely new approach to number readiness, a number-concept-building program which provides children with a sound readiness for arithmetic based on the principle of *measuring* rather than *counting*.

**For delightful reading** —*A new supplementary reader for the first grade*

# TINY TOOSEY'S BIRTHDAY

Mable LaRue

All first graders will love the unpredictable Toosey family on their eventful and hilarious trip to the city. The superb, story-telling illustrations catch vividly the unbridled spirit of this pleasant family as well as help carry the plot.

**HOUGHTON MIFFLIN COMPANY** Boston 7 New York 16 Chicago 16 Dallas 1 Atlanta 3 San Francisco 5

may be, such culture-fostering organizations as the Civic Music Association and the Community Arts Council slowly are arousing interests which have been somewhat dormant in the Triple Cities.

The Civic Music Association, with more than 2,500 members, has brought in nationally known singers, orchestras and ballet groups. An independent Binghamton promoter also has brought in such celebrities as Lauritz Melchoir and Tallulah Bankhead.

A giant Community Arts Festival was held in Binghamton last spring. In it were exhibits on art, drama, music, photography, books, costumes, flower arrangements, community planning, etc. Five short plays were presented, and several choruses plus the local chamber music orchestra took part. The Festival was sponsored by the Community Arts Council.

The Binghamton Civic Theatre, the Susquehanna Players and the Opera Workshop provide outlets for the talents of the drama-minded.

The local Chambers of Commerce can boast, too, of some fine public libraries, an art museum in the Binghamton Public Library building, and an historical museum in the Broome County Courthouse in Binghamton.

Adding spice to local life are three competing newspapers—the evening Press of Binghamton, the evening Daily Bulletin of Endicott, and the morning Sun of Binghamton. Such healthy newspaper competition is unusual in communities of this size. Other spice-contributors are four radio stations and a weekly.

United though they are in their economy, each of the Triple Cities is stubbornly independent politically. Each has its mayor, Binghamton its city council, and Johnson City and Endicott their village boards. About the closest the mayors get is at the Triple Cities Triplets' annual baseball opener. Then, in pre-game ceremonies, one of the mayors acts as a pitcher, another as a catcher, and the third steps up the plate.

Each community has its own brand of stalwart pride, its own separate Chamber of Commerce, and its own kind of rivalry with the other two. That is the pattern into which the students fit, too. It adds plenty of zest to school life with some red-hot athletic competition.

This, then, is a kaleidoscopic view of the Triple Cities in which 20,000-odd students are preparing for what looks like a dark future, as the world goes to war once more.

You can turn the pages for some sharper glimpses of what educators are doing in these typical American communities.

# JOHNSON CITY LOOKS AND LISTENS

**MERLE KAYS**

Our Johnson City schools suffered a severe and untimely loss on November 26, in the sudden death of Mrs. Merle W. Kays, librarian at the H. J. Johnson School and chairman of our system-wide committee on audio-visual aids.

During the long term of service she gave to our schools, we came to recognize and appreciate Mrs. Kays as a person of the highest type of character and integrity and a teacher of particular and exceptional qualifications. She was gifted in the art of classroom management and in leadership control and guidance. She had the sunny disposition, the calm, quiet and even temperament that served to gain and retain for her an ever-widening circle of friends. Her love of young people and her keen interest and zest in teaching, together with her devotion to her tasks, make her exceedingly difficult to replace. We are all better for having known and worked with Mrs. Kays.

H. B. Eccleston, Superintendent of Schools

The audio-visual program is not a department in itself in Johnson City's school system. Audio-visual activities are so integrated with every school subject that they are important only as they contribute to the course of study in each and every department.

We aim to serve! From the time of the appointment of the Audio-Visual Committee for the Johnson City Schools, by Mr. H. B. Eccleston, Superintendent of Schools, and by the various principals, earnest effort has been made to become informed on every type of teaching aid.

This has included research and much reading, courses in audio-visual education, attendance at conferences and State Audio-Visual Council meetings, contacts with others in this field, demonstrations by salesmen, and observation in other schools in and out of our state.

Members of the audio-visual committee have devoted themselves to the task of helping our teachers become familiar with these teaching aids, and of making them easily available.

After careful evaluation and screening by committee members, recommended materials are taken to each school by the representative on the committee from that school. After presentation to the principal and faculty members, each group decides for itself whether a particular recommendation is suitable for use.

Not until the individual teacher feels that it will make learning easier, more permanent, and perhaps more pleasant for the pupils, can the use of any material be worthwhile.

The use of most teaching aids does not mean that the teacher's work is easier. It requires teacher preparation, pupil preparation and follow-up activities to justify the money invested in the materials and the time spent by the pupil viewing or listening. The willingness of our teachers to accept the recommendation of the audio-visual committee in this respect is, without a doubt, the outstanding cause of any success in our three-year-old program.

The use of films in our schools, although often mistaken for the entire audio-visual program, has been given its proper place. Filmstrips and slides, museum objects, pictures, dioramas, models, recordings and radio programs—all play an important part in our audio-visual activities.

Junior and senior high school teachers select according to departmental needs. Very few films are purchased; hence rental of films is important to us. We do not feel that our school system is large enough to justify at present the establishment of a center for the housing, care and distribution of films.

In our elementary schools the procedure in regard to films is quite different from that of many other school systems. It has received sharp criticism from some; others have doubts about it—but, for the past three years, we have found that it has contributed much to our elementary program.

This procedure involves a careful study of the elementary program by the committee members from the schools involved. As a result of this study, a schedule is arranged whereby one or two films suitable to the curriculum are rented for each week of the school year. This, of necessity, requires variety of subject matter, grade level and interest.

Because of this the film schedule often presents subjects which the committee feels may easily be neglected because of the pressure of curriculum requirements or personal interests of teachers. This year there has been evidence of a renewed interest in science as an outgrowth of some of the films viewed.

As each scheduled film arrives, the chairman of the committee makes a study of its content and prepares a preparation sheet which is distributed to each elementary grade teacher before the film arrives in that building. From the preparation sheet each teacher can decide in advance whether the film content is suitable for any subject under discussion in her classroom or worthy of being brought to the attention of the class.

The film is delivered in the afternoon previous to the day scheduled for its use in each particular building, thus providing teachers a chance to preview it. Frequently the ultimate decision for its use cannot be made until it is viewed by the individual teacher who can best judge its suitability for the grade level of her pupils. At any rate, a preview provides the teacher with a new procedure and often new information for herself, even though the film may not be shown to the class.

The audio-visual committee has been gratified by an increasing acceptance of newer teaching aids, such as all types of projected pictures and audio materials, as evidence of the fact that teachers and pupils alike are viewing this practice as an essential part of our educational procedure, rather than as a frill which is "here today, gone tomorrow."

Two new experiences have been given the boys and girls in some of our schools this past year.

An FM classroom radio has offered the pupils the opportunity to gain new knowledge by the audio avenue. Programs are presented each school day from 1:30 to 2 P.M., in two fifteen-minute periods, by the Empire State FM School of the Air, located at Radio Center, Syracuse University. This organization is the world's largest educational network.

The program, which has been geared to meet the needs of the first seven grades, includes story-telling, soil conservation, music, science, social studies, folklore of our state, health, art, and news. The Empire State FM School of the Air sends to each participating school, two weeks in advance of the program, excellent materials with which the teachers may—again—"select, prepare and follow up."

Greater utilization of these programs will be made possible by using a tape recorder to preserve them for future use. They will then be available for the teacher whose schedule cannot be adjusted to the specific broadcast.

Another enriching experience provided for some of our students was in the nature of a field trip—a visit to the New York State Historical Association's museums in Cooperstown.

Respect for the importance of visual materials has been evident in the efforts of teachers and pupils to construct visual aids in the classroom. Dioramas, models, miniature floats—displays of a large variety—have been used to a greater degree in our schols as aids to emphasize facts presented during instruction periods. Glass slides have been made to retell stories, as well as to teach arithmetic, social studies, and grammar concepts.

We have been gratified by the fact that our students have shown much appreciation for the newer teaching aids and the experiences afforded them.

Welcome

to Binghamton . . .

Welcome, Journal of Education.
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# ENDICOTT'S ELEMENTARY SCIENCE

ANN G. McGUINNESS

"Hey, look! See what I've done!" cried Bobby, all excitement.

He was at the science table experimenting with a dry cell, a spool of wire, a pair of cutters, miniature lamps, and a buzzer.

"I can make both lights light at the same time with the same wires!"

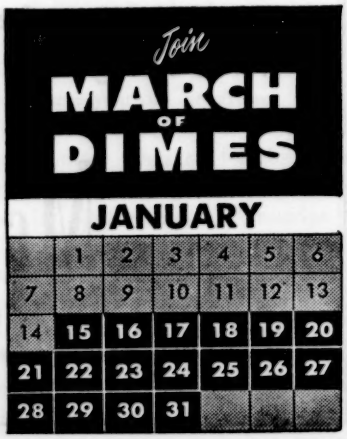
A group of wide-eyed second graders swarmed and buzzed about him as he repeated his new "trick" and explained, "All the electricity doesn't stop in the first light; some of it goes into the other one."

Bobby's thrill at his own discovery was akin to that of many among the teachers who two years before had initiated the program of science now in operation in the elementary schools of Endicott, New York. It all began when Dr. Walter A. Thurber, a capable, stimulating consultant from Cortland State Teachers College, drove once each month to the George F. Johnson School, whose teachers had consented to experiment, and brought with him simple science materials. His teacher-pupils not only were shown what they could do but like Bobby they actually did it and later tried what they had learned in their own classrooms.

Administrators, some teachers, and many parents had come to feel that our children need science instruction because science is essential to the understanding of life to-day — that it is, in fact, the very basis of our culture. The initial, informal workshop showed that it is possible for any good elementary teacher to make it part of the program once she gets on the child's side of the fence and allows herself to learn with him.

Interest spread and Dr. Thurber was asked to conduct the same type of workshop for all elementary teachers the following year. Experimentation in the group and then voluntarily in the classroom disclosed objectives and created the desire for some kind of organized framework. For this task one teacher from each level was asked to serve on a committee, whose job it was to collect, organize, and co-ordinate units with which their fellow-teachers were experimenting. The committee under Dr. Thurber's guidance agreed that: the framework should be flexible; the basis should be pupil discovery through seeing and doing; the units should be in five areas — plant, animal, energy, health, physical environment; the units should be aimed to promote sequential growth in concepts along with growth in scientific attitudes, habits, and skills.

The result was a co-operatively-made, tentative course of five units for each grade, one in each area; thus each year the pupil is able to use what he has learned while he studies something new. The teacher was free to expand any unit and also to try additional units but was asked not to attempt those assigned to following grades.




Each unit consists of: Possible concepts (to be thought through by the teacher); 3-20 suggested activities for which the stage must be set; list of materials needed; bibliography and visual aids. Every activity allows for exploration, experimentation, discussion, and verification.

Each school was supplied with materials such as dry cells, buzzers, wire, light bulbs, terraria, aquaria, magnets, models, simple tools, etc. Six to eight copies on each level of four series of texts as well as unitexts were made available for pupils and numerous books for teachers such as Lynde's "Science Experiences" and Croxton's "Science in the Elementary School." Books have a part in the program as being a way to find out more about what has been seen. Bird and nature pictures and charts and some film strips are being added.

Science has extended into other fields, principally nutrition and social studies, and room atmospheres have improved as teachers and pupils together engage in concrete experiences. Today, Bobby, now a fourth grader, still lingers at the science table and each afternoon at dismissal gives something there a parting touch.

# BINGHAMTON'S IN SERVICE TRAINING

LYRA A. WATERHOUSE
Assistant to the Superintendent of Schools
Binghamton, New York

Voluntary cooperation is the keynote to the success of Binghamton's in-service teacher training program.

More than 400 Binghamton teachers have taken part in the entirely voluntary program during its three-year history. The class leaders and instructors all have served voluntarily and without pay. The program thus has been conducted at no expense to the Board of Education.

The New York State Department of Education has approved all the program's courses, which have been granted in-service credit toward certification. The astonishing and gratifying fact, however, is that most of the people taking the courses have not needed the credit but have taken part because of an enthusiastic interest.

Cooperating and participating in the program have been such Triple Cities community leaders as Dr. Glenn C. Bartle, provost of Harpur College; Cecil C. Tyrrell, director of the New York State Institute of Applied Arts and Sciences; George L. Hinman, a former member of the State Board of Regents; George Bain Cummings, chairman of the Broome County Community Council; Fred W. Stein, editor of The Binghamton Press; Heath D. Andrews, membership secretary, Binghamton Chamber of Commence; and many others.

Binghamton's Department of Education set up this plan of in-service education because of the increased emphasis on professional improvement of teachers resulting from the 1947 Teachers' Salary Law of New York State.

This law contains minimum salary requirements and provides for mandatory increments up to a certain maximum. The minimum and maximum differ in various communities, within the limits of the state law.

Among those who have reached the maximum, a certain percentage (set by the state legislature) are eligible for three promotional increments once every three years.

Promotional increments are based on merit. The schools of each community have set up a local committee to establish the standards for these merit ratings. In Binghamton, a nine-member committee representing the entire staff of the public school system has designed a rating scale for professional staff evaluation.

Such local action is guided to some extent by state regulations on factors to consider in evaluation. Just how important each factor is is determined by polling of the local staff members. Education of staff personnel is one of the chief factors which must be considered in a merit rating system.

Thus, it seems to have become almost an obligation for local departments of education to provide educational opportunities, not too far from home or too expensive, for their teachers.

Professional development sought in such programs may take place along the lines of democratic participation, cultural growth and teaching efficiency. Such ideals should guide the introduction of any in-service training plan.

In setting up such a program, the public school administration necessarily must accept the leadership role. Attention must be paid first to the needs, wishes and aims of school personnel. These must be clearly defined and condensed into a few major working areas.

Helping in this process, a committee of 15 people representing the entire staff of Binghamton schools serves as a clearing house for suggestions made by teachers as to courses. The committee evaluates the need for such courses, investigates the chances of establishing them, makes arrangements for presenting them, and serves as coordinator for actual courses given.

With the various needs of Binghamton teachers in mind, the Department of Education has tried to offer some courses which will be of general interest to the entire staff and others which will provide assistance in specific fields of teaching.

A survey of world literature and a course on art in the schools have comprised the in-service training program during the past four months. In the first course, many members of the public school staff have taken advantage of a chance to enrich their own experience and their teaching. The second is one of several helpful specific courses in methods and materials which also have been given in such fields as social studies.

A primary objective of this program has been a better understanding and coordination of work in the local school system. This has been accomplished by presentation of the activities of various departments by members of those departments. The teachers thus have learned about the activities of primary education, airage education, administration, audio-visual services, and the personnel program.

Better understanding of the community in which we live and of the relationship of the public schools to various community activities has been fostered by the valuable services of community leaders in our program.

These speakers in such fields as radio, the newspaper, higher educational institutions in the area, retailing, social services, etc., have sought to relate their activities to ours. Representatives from the Children's Court, various social agencies, the United States Employment Service, and the police department also have participated in in-service courses. Last spring artists and musicians of the community presented a course in appreciation of the arts, which contributed greatly toward enrichment of the cultural background of many staff members.

Evaluation of such an in-service program is difficult because to a large extent it deals with immeasurable intangibles—morale, enthusiasm, desire for growth, etc. However, it has received a heartening response from teachers here in Binghamton and we hope significant indications of pupil growth, resulting from this in-service plan, are evident in our schools.

# OUR TWO YEAR TECHNICAL INSTITUTE

**CECIL C. TYRRELL, Director**

When the State University of New York was established, the 33 units, already in existence and supported by the state, which became the first units of the university system included several Institutes of Applied Arts and Sciences. These units, located in five large population centers, are now developing two-year terminal programs.

Curricula are organized to provide students with occupational competency in a wide variety of fields ranging from chemical technology to retail distribution. Besides specific vocational training, the courses are designed to give the cultural background necessary for well-adjusted citizenship in a democracy.

Sixty percent of the students who attend the Binghamton Institute of Applied Arts and Sciences commute from their homes in Binghamton, Johnson City, Endicott, or the surrounding suburbs. The remainder come, for the most part, from communities within a fifty-mile radius of this area.

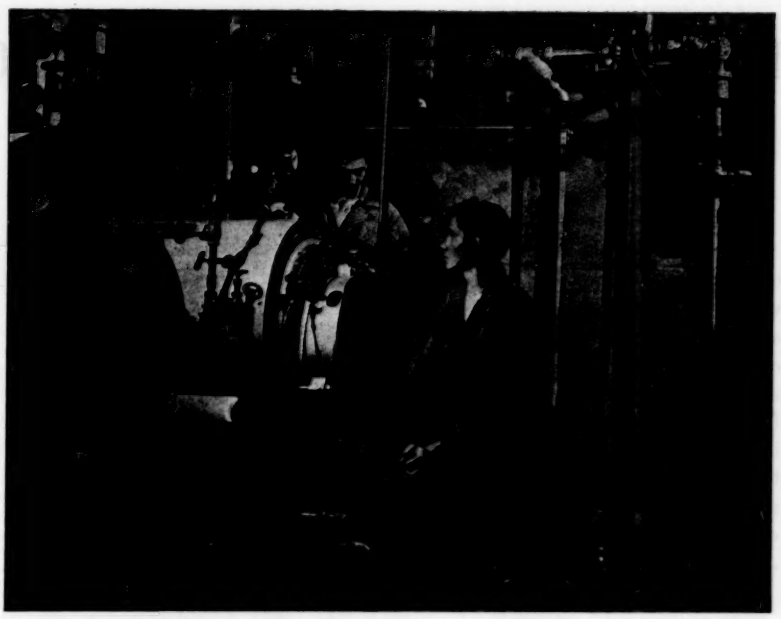
As in the other Institutes of Applied Arts and Sciences, courses at Binghamton are organized to supply the industries and professions in this region with skilled technical assistants. and to train employees for the service and distribution businesses of the State.

Advisory committees have played a large role in curriculum organization. With their aid, the staff has examined the specific skills and knowledge needed for beginners jobs in the fields where graduates hope to find work. At the same time, the fact that the school should provide background and basic education for the growth and development of the individual has been continually kept in mind during the planning of courses.

To help the student understand the business or industry of his choice, the Institute makes use of cooperative programs. In the technical courses, the student spends two three-month work periods in a productive job related to his chosen field. This alternating program starts at the end of either the second or third quarter term and continues until the student spends three quarters in school and one quarter on a cooperative work assignment. The cooperative programs come during the summer in the business courses.

Our experience to date with the cooperative program indicates that it is of value in developing our students' maturity. It also provides an excellent industrial relations link which has greatly facilitated placement of students. Many go with the company with whom their work periods were spent.

Three types of courses are offered at Binghamton Institute. Those in Chemical, Electrical and Mechanical Technology are of the technical institute type, but include more of the communication skills, social sciences and basic, cultural work than has been traditional in American technical institutes. Also, because of the diversification of industry in our area, they are not highly specialized. These courses cover most of the field encompassed by the four-year engineering programs, but place less emphasis on mathematics, stressing applications, instrumentation etc., rather than calculus and the pure science type physics. The Institute's excellently equipped laboratories and shops aim at developing considerable know-how, but not the journeyman type of skill. Continual stress is placed on the "why" of assignments.



**Two State Tech students are running a steam boiler test in the heat power laboratory. This work is part of the mechanical technology course.**

Our two professional assistant courses are in the medical and technical fields. The curriculum of the Medical Office assistant course was designed to provide doctors' assistants who would have the combined advantages of the nurse, commercial graduate and laboratory technician. An advisory committee of doctors helped construct the course. Graduates are placed almost without effort.

The Technical Office Assistant program was originally designed to provide the graduate with a technical background, combined with the usual secretarial skills of shorthand and typing, in order to meet the needs of engineering and research offices for secretarial personnel familiar with the language and procedures of their fields. The experience of the Institute staff in engineering and research position in industry showed the need for such training.

Because many boys were interested in this program, shorthand has been made optional and additional accounting and business courses offered as a choice, with the result that many graduates are being placed in industrial accounting and business positions where familiarity with technical procedures is a distinct asset. Industry's interest in securing graduates of this program has exceeded our most optimistic expectations.

The third-type of program we are developing is a combined business-technical program designed to fill the need for high caliber entrants into the field of automotive service. As was the case with our other courses, an advisory committee from industry has helped to set up this program to provide badly needed technicians to cope with the new developments in automatic equipment which are taking place in the industry. Because this program is designed to service a field made up of relative-small businesses, it was felt that students should also have a considerable amount of business training. In the second year, work in accounting, merchandising and business management is included. This is a further indication of the way Institute curricula are tailored to fit the needs of the business or industry where graduates expect to find placement.

One of the very encouraging results of this different approach to higher education has been the acceptance of our graduates by business, industry, and the professions. Placement has been practically complete within a very short time after each class has graduated. Follow-ups have shown that very few of our ex-students have changed jobs.

It has been stated that the purpose of education is to make its recipient "wise, able and good." While the Institute type of education is strongly pointed towards making graduates "able," the "wise and good" are by no means ignored. By constant emphasis on importance of attitudes and the development of ethical and cultural standards adequate for obtaining the goals towards which graduates will strive as they become mature workers and citizens, our curriculum tries to meet its obligation of educating youth for tomorrow's more effective democracy.

# LAUNCHING A COMMUNITY COLLEGE

MICHAEL SCELSI

When Harpur College, the newest unit of the growing State University of New York, was dedicated as a four year liberal arts college, citizens of the Triple Cities community saw the fulfillment of a dream for which they had long been working. Low cost higher education had been provided for their own youth and young people from other parts of the state.

## The Need for a College

The Cowan Report made by the State Department of Education in 1942 showed that this area had the greatest number of prospective students not served by a four year college of any area in New York State. The Young Commission, appointed by the governor to make preliminary findings for a State University system, corroborated this.

A more concrete demonstration of the facts came when in 1946, Syracuse University opened the branch Triple Cities College in Endicott as an overflow campus to offer liberal arts courses to G. I.'s who were flooding traditional campuses of the state. Although a beginning student body of four or five hundred had been expected, enrollments started at 950 and climbed to 1187 in September 1948. Students continued to come long after their original reasons for enrolling were voided, proving conclusively that there was a need for a low cost commuting college.

## Triple Cities College Grows

Originally Triple Cities students were to have transferred to Syracuse at the end of the freshman year. Sophomore, junior and senior courses soon had to be offered to meet student needs, and in January 1948, the college was made a four-year institution. Degrees were offered in seven fields of the liberal arts and two fields of business administration, all fully accredited by the State Department of Education. The first graduating class of 65 received their diplomas in June 1949, three years after the college had opened, and in June, 1950, the last group brought the total of those to receive degrees from Syracuse to 317.

The College had become an integral part of the educational opportunities of the area. The community it served was no longer reconciled either to its departure or to a continuance of the limitation on its educational function.

## Citizens Get to Work

Legislation forming a State University of New York was passed in March, 1949 and it seemed logical then that the temporary Triple Cities College be incorporated into the permanent State University system.

A committee of 175 interested citizens of the area was formed and from them was selected an executive committee that led the entire area into an enthusiastic single movement for the establishment of a state college in the community.

The faculty and student body formed a "going concern" that could be offered to the Board of Trustees of the State University. A beautiful tract of 238 hilltop acres overlooking the Susquehanna valley was offered as a site by Thamas J. Watson, Chairman of the Board of the International Business Machines Corporation. The Board of Supervisors of Broome County, spurred on by public enthusiasm, voted to furnish one million dollars as the community contribution for the construction of buildings; the Town of Union offered road building, maintenance and utility construction services to the value of $400,000 as its contribution; and the Village of Johnson City offered to furnish the water supply.

Impressed by the moral and financial support of the community, the State Trustees voted on February 7, 1950 to accept the proposal of the Citizens Committee that a Liberal Arts College be established in Broome County and agreed to match the local contribution with State funds.

## Harpur College at Last

The college was renamed Harpur College, in honor of Robert Harpur, a leading colonial educator, statesman and county pioneer.

The State University of New York, it is planned, will eventually include a large number of two-year community colleges as well as the present professional schools. At Harpur, we feel that we are particularly fortunate in being chosen as one of the only two four-year liberal arts colleges. The policy has been established that no other four-year Liberal Arts College will be considered by the State University for at least a decade.

## Our Aims and Program

Dr. Glenn G. Bartle, former Dean of Triple Cities College, new Provost of Harpur, has stated that "It will be our function to emphasize the best features of the liberal arts tradition and as outlined by the state trustees in their mandate to us, to seek an answer to the question of the

proper function of a liberal arts college in a modern community. We have a responsibility to explore and develop educational opportunities of particular benefit to the youth of our community and the state.

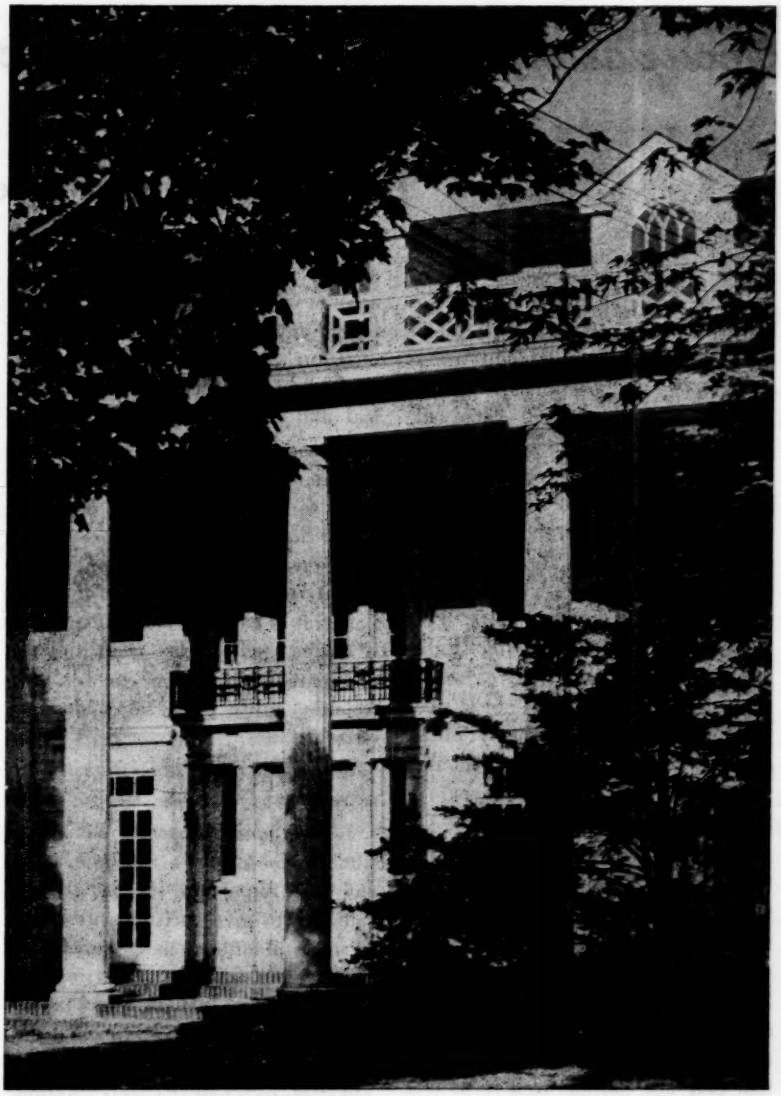
"Inevitably we should have an influence in the State University organization beyond that which would be expected on the basis of our size. The faculty must be composed of men and women who not only are specialists of high standing each in his own field, but who also have profound interest in the problems of General Education."

A faculty and administration of 71 selected men and women is already teaching a student body of 973 full and part time students. Class size is held to an average of twelve students so that personal contact between faculty and students is maintained.

In September an Evening Division offering varied courses of academic and general interest was begun and is being developed so that all residents of the area may avail themselves of beginning, supplementary or postgraduate studies.

The former curriculum has been expanded into a slowly developing program than now includes MA degrees in English, six languages, history, social sciences, economics, applied sciences, and psychology and the degree of Bachelor of Science in General Business or Accounting. A Faculty committee has been at work on recommendations for courses in General Education and pilot work in this sphere has been in progress for the past two years.

From the viewpoint of the local communities, the establishment of the college is especially fortunate. Students may live at home and participate fully in the program of the college. The opportunities are much greater now than ever before as the permanent nature of Harpur promises an expanding function as well as a new campus. The great expense of living away from home is avoided not only for two years as in the case of the community colleges but for the entire four-year program.



**Here is a front view of a portion of the stately IBM Colonial Building which was turned into the main building of Harpur College in Endicott. Prefabs complete the temporary campus at the present time.**

From all over the state students may now be drawn to a liberal arts program that heretofore was unavailable from the existing State University units. Undergraduate work in pre-medicine, pre-law and training for other professions is now a State University function. Training will not be limited, however, to the traditional professions as new opportunities are explored, although a post-graduate program is not yet envisioned. Future plans call for a full time student body of 1200 on the country's newest liberal arts campus. Already Harpur takes its place in the State University plan for all the youth of New York to "let each become all that he is capable of being."

# Occupational Hazards of Teaching

ROBERT TYSON

## II. Working on Nerve

Like other service occupations, such as medicine, nursing, and social work, teaching involves so much giving that the mental health—and, of course, the usefulness—of the giver may be neglected. Let's talk about *us* — for a change.

*Let's not be grim.* Speakers and writers on education often seem so preoccupied with the significance of their topic that they forget to mention one simple but very vital fact: *teaching should be enjoyable.* Perhaps the word "fun" is too lighthearted. But we owe it to ourselves as well as to our students not to play the "heavy" role continuously. Many students report an increased interest when the teacher obviously *enjoys* being with them.

*"A few hours' work a day and the whole summer off!"* Is there a teacher who has not heard this description of his life, and smoldered?

The actual facts make the forty-four hour week look like part-time employment. So many are the claims on a teacher's time and attention that they are considered here as one of the most serious occupational hazards. They may so easily shut out relaxation that is essential to mental health.

Taken for granted is the routine of large classes, committees, departmental, school, and PTA meetings, conferences with students, extracurricular activities, preparation for classes, construction and correction of tests and examinations. These can be taken care of and written off. But there are additional strivings which literally can never come to a conclusion. Efforts to improve a course and to absorb the ever-increasing amount of knowledge in each field of education present an endless vista of effort. A one hundred per cent perfectionist may endanger his physical and emotional health.

Instead of saying, "I can't afford the time to relax," it would be much more to the point to say, "I can't afford *not* to relax."

*We teach relaxation. Let's practice it, too.* Every reader of these paragraphs can talk and write fluently on the need to relax — to students and parents. It is time to ask how we may apply those same ideas to ourselves.

*We know these suggestions. This is review.*

1. *The "quota system."* We advise students to follow a schedule. Is it any less important for us? Use a calendar to give each day its quota of new planning, new knowledge, new striving, in terms of starting and stopping time. Include a quota for relaxation in that schedule, and adhere to it.

2. *"Musts" first. "Extras" optional.* Probably every teacher has a minimum of duty that is inescapable. Clearly it comes first on a daily schedule. For those important "extras" — whatever they may be in each case — remember that continual self-forcing can be detrimental to achievement. As variable biological beings, not machines, we inevitably come to the time when it is wise to say, "Let up for a while. Come back to it later." That later return is a more refreshed, vigorous approach.

3. *Recreation is a "must."* There is no authority on mental hygiene—not a single, solitary one—who considers recreation a luxury. They are unanimous in regarding it as a necessity. A hobby? An avocation? Reading? Listening and looking at what the air waves bring? Friends? Games? Motion picture or theatre? Again those who advise us on the subject are in complete agreement. Recreation is what each of us truly enjoys *simply for its own sake.* The choice is up to each individual.

4. *Occasional "time out."* Everyone, when alone for a moment during the day, can take a brief "vacation." Just sit. Let the arms and legs hang as weights. Close the eyes. Allow the mind to be as blank as possible. Trying it is the only way to realize its value.

5. *Vacations are a year-round necessity.* That one long, formal vacation may be traditional and essential. But every day should include at least some time devoted to the requirements of that word, "recreation."

6. *A Way Of Life.* Has anyone outdone the combination of profundity and practical simplicity of William Osler's admonition to live in "day-tight compartments?"

Have you done your required relaxation?

What helps *you* relax?

An informal word from you would be most welcome. Jot it down now. Send it to me at the *Journal.* — R. T.

# ARTS AND AGE LEVELS

SARAH GOODHEIM

An increasing emphasis is being placed upon the use of arts and crafts in the elementary classroom. But it is too often true that the training in teaching the "3 R's" which most colleges give is not quite in keeping with the trend. In an effort to fill the gap between their training and the demands of the new activities programs, teachers turn to books and articles on specific arts and crafts projects. While these help somewhat, Miss Jones and Miss Smith are often left struggling from project to project without any overall picture of childhood needs.

And yet, if Miss Jones will only stop to catch her breath for a minute, she will realize that children are children, no matter what media they are using, and that arts and crafts media are pretty much the same throughout the children's school life. The clay Dolly loves to pound at three becomes a highly developed figure when she is twelve. It is what children do with the raw materials at their disposal that changes as they grow up.

What dictates these changes? First, of course, there is the growth in the child's ability to coordinate. Then there is his intellectual growth, which makes him more and more interested in the end results of his labor and less satisfied with just the doing of it. And again, as the child grows older, his wish to work with other children opens the whole field of group projects. The whole process of pupils, use of arts and crafts materials is toward the final products which are acceptable to the adult world. Now let's get specific.

*Mrs. Goodheim is on a year's leave of absence from Queens School, Kew Gardens, N. Y.*

### Three and Four

When you have looked at a three or four-year-old's work, you've noticed that the pictures show big blobs of color and undefined lines. Clay products are similarly rough. And the two craft media in which the three year-old most delights — sand and water — can't even be displayed as final products. Great joy in the very feel of paints and clay and mud characterizes the child of this age. He is so completely a fusion of the physical and emotional that he throws his whole being into his work. Thus, we have the stories that go with the children's pictures and show us that the three-year-old is beginning to discover the world about him and is trying to relate himself to it. A typical "story" might be, "It's a house and the mommy is in the kitchen and the little girl is playing and the daddy will come home soon."

What is the teacher's role in all this? She has a real one. First she wants to help each child discover the pleasure of using media as fully as possible. If he seems afraid to let himself go she must try to understand the reasons and to reassure him, for she knows that if he is restrained in using these materials, he has some tension which might interfere with his relaxed, full development. And because he relates himself so freely to his work, his teacher watches him carefully, listens as he often talks and acts out the drama behind his painting or clay-work, takes down his stories. In this way she gets valuable insight into her children who cannot tell her in so many words what is on their minds. She may learn what the child wants from the grownups around him and share this knowledge with the parents. Finally, she must help the child grow to the next stage of development. While he is allowed to satisfy his need to mess, he must use the acceptable media of clay, paint and sand and must restrain his use of them to the painting paper, clay-board and sand-box. He must realize his responsibility as a child at *school*, and begin to treat school materials with respect. And while he is not yet too interested in working with other children, he must learn to share materials with them. This leads him to adjusted five and six-year-old behavior.

### Five and Six

The five or six year old is in an in-between stage. He still likes a mess, but his work is much more clearly defined and recognizable. While much of his emotional life is in his work, the expression is less spontaneous. He is beginning to plan. In other words, he is beginning to set standards for himself. At the same time a small group of children can find themselves interested in a common idea and can execute it together.

This beginning of an independent intellectual and social life in the child is a wonderful event for a teacher to see and she carefully fosters it. More than before, she takes an active role in the child's work. She discusses it with him and helps him think more clearly about it. She may wonder aloud if the car in the picture doesn't look strange

somehow and lead the young artist to the window to see that a car has four wheels instead of the four legs he has given it. She fosters a group discussion of a painting two children are working on. When she feels that a child's standards for himself are unnecessarily immature or too adult, she may let him know in a casual way what is expected of him at his age. And while helping her children to fulfill their great potentialities as fives and sixes, she continues quietly to observe and learn about each child through his work.

**Seven Up**

From the sevens up, there is a continuous growth in the direction we have seen being initiated in the fives and sixes. More and more, the children are interested in finished products rather than in just using material for the feel of it. They want to produce useful things and they feel in themselves a manual dexterity which needs an outlet. Thus weaving, bead-work, basketry, sewing and woodwork make an appearance. At the same time, the seven-year-old is discovering the joy of learning about many things and he takes great pride in what he knows. While each child feels the thrill of intellectual awakening, he also feels himself more and more part of the group and finds greater pleasure than before in functioning with other children.

As the field of formal education opens, arts and crafts are used mainly as a part of group learning through planned group projects. Why does modern psychology lay so much stress on such projects?

First, they answer the child's growing social needs. He is more curious than ever to learn about the world outside his immediate environs. He has grown socially to the point where he can identify himself with another people or another time.

Second, group projects answer intellectual needs, showing the child how to put his interests and ideas to work, how to use them as a jumping off point toward more careful thinking, studying and planning for successful production.

Third, group projects help make factual material come to life for the child. For example, many eight and nine-year old children show great interest in the stars. They may read about the subject and visit a planetarium. But only when they have erected miniature set-ups of the Universe will they really grasp the size and relationships of its various parts.

Fourth, group projects demonstrate to the teacher that her group *has learned* while at the same time they give the children a wonderful sense of power and achievement.

To accomplish all this, the teacher must know something about the subject of the project and must have gathered materials related to it. With the use of books, movies and trips, she actively stimulates interest. She lets her children know that she expects them to learn and produce within the subject of her curriculum, without ever letting them feel their responsibility as a burden. Her purpose is to lead them to work to full capacity and to show them the pleasure that lies in such work. The activities program in school takes on a working atmosphere for the child without lessening any of his old pleasures in the use of all the materials around him.

As the child grows older, his interests in the arts become more mature. He attains greater skill, too, and can turn out products which meet the higher standards which he has set for himself—standards which grow increasingly close to the standards of the adults around him. But the materials he uses are still much the same as those introduced to him by a teacher who found her way from initial bewilderment about their use to a clear understanding that arts and crafts are simply a way of concretely expressing children's personal growth from their first year in school to their last.

## PTA Brings Art to Students

Far from believing that the fine arts are "frills" which youngsters do not need, Arlington, Massachusetts, parents have gotten behind a program to offer children opportunities to become familiar with concert music, ballet, and theatre. For the fourth year, the Arlington Parent-Teacher Council is sponsoring Friday evening and Saturday afternoon fine arts programs from the elementary level up through high school. Superintendent Clifford R. Hall has given the PTA his cooperation by correlating the program with regular school activities.

Capacity crowds jam the school auditorium to watch performances of Boston's semi-professional Tributary Theatre, ballet groups, members of the Boston Symphony Orchestra, and drama students and glee club singers from neighboring universities.

Arlington adults believe programs like these will develop the good taste children need to graduate from juke boxes, comic books and westerns to entertainment choices in radio and television, movies and theatre and musical performances.

The parents hope the program will eventually be incorporated into regular school system. Meanwhile they have the satisfaction of knowing that groups in neighboring communities are imitating the Arlington way of developing discrimination.

# MORE ABOUT DELINQUENCY

Aroused by the Glueck Report and by the facts brought out at the White House Conference, adults everywhere are asking what can be done to keep down the delinquency rate in "a time of trouble". A few of today's more constructive practices and trends of thought are described here.

### *CHILD CARE CENTERS*

California has been operating a statewide system of caring by the day for children whose mothers are at work in industry. Los Angeles alone has 99 such child centers. The program being but two years old and still on a temporary footing, the 1951 legislature must decide whether to make it permanent. Families whose incomes are over the prescribed limit want some opportunity to use these centers. There is talk of having parents pay part of the expense of maintaining them. For the expense is by no means small. It is $600 a year per child, several times the sum spent in most of the states to cover a child's schooling. The question arises: Could the schools administer the job of caring for children out of school hours more economically and at the same time more effectively? Children who would otherwise be neglected must be looked after somehow. California is experimenting.

### *REGIONAL COOPERATION*

Eleven West Coast and Rocky Mountain States, omitting California, have drawn blueprints for a Western Regional Youth Commission. It will come into being as soon as six states ratify the plan and Congress approves. One of the first projects will be the founding of a regional hospital for children who are mentally defective or psychopathic. Why not treat these children while they are young instead of waiting until they have criminal records?

### *HUMAN CONSERVATION*

"Conservation of Human Spiritual Resources" is the significant title of a pamphlet issued after a two-year study of delinquency in Philadelphia. This inquiry was conducted by the Philadelphia unit of the National Conference for the Prevention and Control of Juvenile Delinquency, and copies of the report have been distributed to the ten thousand members of that organization. The Philadelphia report contains seven main recommendations:

"The promotion of programs to make religion more effective in family life.

"Better use of recreational facilities . . . .

"Enforcement of housing and sanitation codes.

"Strengthening our law enforcement program.

"Coordination and expansion of existing programs in our school systems for education for family living.

"Promotion of citizen participation in community affairs.

"Programs and legislation at the state level to include a crime prevention program, a state recreation commission, facilities for defective delinquents, and psychiatric services for children."

### *POOLING KNOWLEDGE*

Scientists probably know enough to help potential delinquents, but how can that knowledge be applied? The Midcentury White House Conference on Children and Youth attempted to provide an answer to this question in undertaking to pool the findings of the various human sciences, anthrolopogy, sociology, and psychology; to look at the way services are rendered to children in the light of the sciences; and to formulate ways of improving the effects of today's environment on young people. Educators may meet their own part of the tremendous job ahead with greater confidence if they keep in mind some of the principles brought out at the conference.

### *UP TO ADULTS*

The key to keeping children emotionally stable in times like these is in the hands of parents. Easy-going affection in the home helps the young child or adolescent to take a certain amount of war anxiety in his stride, just like the other worries of family life. This was the opinion expressed at the White House Conference by Dr. Benjamin Spock, child care expert of Rochester, Minnesota. He thought the community, too, should provide for the special needs of teen-agers, lest they fall into antisocial behavior during a period of upset conditions, when parents have heavy responsibilities and they themselves face military service. Dr. Spock wants the schools improved—declares we are "knowingly short-changing the children" by failing to provide better schooling.

Harold Hegstrom, superintendent of the National Training School for Boys, warned that unless constructive action is taken the country can expect an increase in delinquency.

The importance of properly qualified juvenile court judges was emphasized by Judge Gustave Schramm of the Pittsburgh Juvenile Court. He stressed the judge's unique opportunity to salvage offenders through winning their trust and friendship, interpreting the court's work to the community, and securing help for the children from local groups and leaders.

Evidently it's up to adults, whoever and wherever they are, to aid young people over rough roads and to put up a good show of believing the roads lead somewhere.

# TREATING OF THIS AND THAT

**MARGERY W. STEER**

## CITIZENS BACK SEAT DRIVE

In most communities the superintendent is at the wheel, educationally speaking, with the school board beside him in front and the public in the back seat. This is quite as it should be. However, it makes all the difference in the world whether the occupants of the back seat have been consulted in the choice of route and destination or whether they are just going along for the ride! If they have helped to map out the trip, and if they are included in the conversation up front as the journey progresses, they may prove to be alert and helpful traveling companions. If ignored, they are apt to become critical and complaining. They may even fall sound asleep from sheer boredom, in which case they will be somewhat less than enthusiastic when wakened to pay for the gas or to push the car in for repairs in case of a breakdown.

A number of organizations are now engaged in an effort on national, state and local levels, to make the citizen an active, responsible partner in the enterprise of public education. This is in no sense an attempt to make of him an officious back seat driver who will constantly heckle the man at the wheel. It is rather an effort to make him an intelligent, interested, and cooperative supporter of his local school,—aware of its needs and problems, and willing to contribute time and thought to their solution.

Representative of this movement to enlist citizen participation in school matters is the Ohio Citizen Commission for the Public Schools Inc. Of one part of its work, Dr. Arthur J. Klein, Executive Director and formerly dean of the College of Education of Ohio State University makes the following statement:

"The Ohio Citizens Commission is actively engaged in promoting the formation of local citiens committees which will take a more active interest in their schools and will learn more about them and their work. It is believed that such committees will enable parents and citizens to exercise more direct responsibility for the work and welfare of the schools of their communities."

The Commission has discovered more than one hundred such school committees already organized in Ohio. To encourage other communities to form citizens' committees it has published a pamphlet, "Suggestions for the Organization and Work of Local Citizens Committees for the Public Schools," which is available on request. The address of the Commission is 245 North High Street, Columbus, Ohio.

Another part of the Commission's work consists of securing information about Ohio schools and of making opinion surveys. Four hundred professional educators and an equal number of lay people have answered questions on school matters. As a result of these studies a number of interesting and important discoveries have been made which should be of value in planning for the future, both in Ohio and throughout the country.

## THE MAIN JOB

What phases of the public school program seem to you most important? What do you want the school to do?

In an effort to answer these questions, the Ohio Citizen Commission undertook to sample professional and lay opinion in Ohio and came up with the following encouraging facts:

"School administrators and the general public agree that the development of the personal attitudes, standards, and habits of public school pupils is one of the most important tasks of the public schools . . . . Each of these groups selected this problem more frequently than any other of the eleven listed by the inquiry . . . The strong emphasis by both schoolmen and parents upon the character development and attitudes of boys and girls as an obligation of the public schools . . . suggests the close relationship that should exist between the work of the home and the schools. This cannot be secured without mutual knowledge and respect that are often lacking."

## GOALS THAT HELP

"Good Schools Don't Just Happen", a new brochure on Life Adjustment Education, is available for distribution at cost to those interested in America's schools. Prepared by the U. S. Office of Education, the booklet lists in layman's language some of the goals of a good school and problems school and community can best solve together. For less than 100, send 5½ cents each to Science Research Associates, Chicago 4, Illinois.

# THE NEWS DIGEST

### Minnesota Offers Schools Free Teaching Tapes

MINNEAPOLIS—Seven hundred outstanding educational radio programs, recorded on magnetic tape are being offered free to school systems throughout the nation by the state of Minnesota. The radio materials are from the library of the state's year-old "Tapes for Teaching" project. The nationwide service was inaugurated on an experimental basis last summer. Because of the heavy demand, it was extended to fill request for 3,300 recordings from 29 states.

### Value of Homework Weighed In Social Studies Experiment

NEW YORK — It "makes no difference whether or not homework is assigned and done" in the field of social studies, according to James V. McGill, a Queens high school teacher who studied the problem. Three years ago, he began an experiment in 16 classes, comparing the achievements of a homework group of students with those of a non-homework class, for a period of four semesters. Careful weighing of test results showed no significant differences between the two groups.

McGill would like to see the investigation extended to the junior high school and to other subjects. So would a lot of youngsters.

### Courses Helping Stutterers

Northwestern University has started a course for stutterers where counsel is provided not only for those with speech defects but for members of their families. According to Dr. Harold Westlake, speech correction expert, when parents of a stutterer show their concern too plainly, the stutterer senses their anxiety and finds it all the harder to overcome his handicap.

Marietta College (Marietta, Ohio) is conducting a ten-month clinic where 49 children with speech defects are being treated. The children, selected from over 125 students recommended by school health authorities, have periods of recreation, designed to put them at ease psychologically, as well as diagnostic and corrective work. Funds for the clinic were furnished by the local Society for Crippled Children.

## Many School Systems Prepare Security Rules and Drills

Big city school systems in many parts of the country are planning measures for providing a maximum of emotional security as well as physical safety for school children in time of crisis.

In New York City, for example, not only are notices on what to do in a "Security Drill" posted on bulletin boards, but teachers are being given pointers on which to base a guidance program that will prepare children to act promptly and calmly in emergency situations. Basic principles teachers should remember include: (1) helping children meet day-by-day needs helps them to meet the problem of danger; (2) knowing what to do in any given situation brings with it a sense of security; (3) maintaining rigid discipline when such discipline is not necessary hinders the maintenance of adequate control under adverse conditions; (4) providing relief from the strain of prolonged attention is essential; (5) in general, it is best to avoid undue concentration on danger.

Washington, D. C., will add lessons on what to do in case of atomic attack to both public and parochial school curricula if the Board of Education approves. Under the direction of Superintendent Hobart W. Corning, a guide containing information of general value as well as directions for in-school conduct, was drawn up by a representative committee of educators.

Los Angeles elementary teachers report that many of the younger children seem to regard kneeling beside their desks and hiding their heads as a sort of game.

Teachers in charge of drills in any school system are reminded by mental hygiene authorities not to line the children up in stiff, fearful silence, but to follow the practice learned in Britain's bombing shelters of filling in moments of waiting with songs, jokes, riddles or discussion.

### Oklahoma Solons Study $53,000,000 School Plan

TULSA. — The Oklahoma Education Association has a five-point school program, calling for $53,000,000. The plan, the result of a year's study of school finance problems, calls for legislative appropriations and earmarked funds amounting to 30% of state income to boost retirement allowances $2 million, and salaries by $6 million. Additional funds for vocational education and rehabilitation, adult education and training of special children are called for. A constitutional amendment to allow school boards to levy 30 mills instead of 15 without a vote of the people is sought.

The OEA has submitted the plan to the legislature in the hope that the measures will be put before the voters in a special election.

### Chicago Career Conference Counsels on 70 Jobs

CHICAGO, ILL. — Over 4,000 high school and junior college students attended an Area Career Conference here last month. Under a program sponsored by the Chicago *Sun* and *Times*, the Chicago Technical Council and Illinois Institute of Technology, 200 one-hour counseling sessions on 70 different professions were offered. The conference, designed to supplement the school system's vocational guidance, is now an annual affair and covers jobs ranging from accounting and advertising to veterinary medicine and journalistic writing.

### 35,000 Michigan Classrooms Stage Citizens Crusade

LANSING, MICH. — A crusade to make citizenship teaching more effective in Michigan's schools by stressing American ideals in social studies is under way in this state. Dr. Lee Thurston, state superintendent of public instruction, thinks more than

# Draft, Deferment and Military Training Top Questions with Nation's Educators

How can we continue effective schooling during the present crisis? Efforts to answer this question with practical, workable plans are top news in education.

Educators trying to work out a program for universal military training recently split over details of procedure. Harvard President James Bryant Conant, spokesman for the 600-member American Council of Education, advocates that the draft start at 18 and that those physically unfit for active duty serve in other capacities at the same pay. This would mean a two-year interruption after high school for those going on to college —about 10% of the two million reaching 18 each year.

The second plan, recommended by the American Association of Universities by a vote of 23 of its 35 members, would allow some 18-year-olds to return to college on service pay, after a month's basic training. The practical need for keeping the universities in operation continuously instead of pulling out most of the student body for the next two years, as well as the problem of providing for continued technical training in essential fields, were obvious considerations.

The Michigan College Association, shortly before the AAU AEC dispute, went on record as opposing "any program of national service that ignors or defers the education and training of the more talented and industrious youth."

What Congress will decide, and how much it will be influenced in its decision by educational groups, remains to be seen.

Meanwhile the National Conference for Mobilization of Educators has answered another top question by issuing full information about the deferment status of teachers. The fact that there will be no occupational deferments but that local boards will weigh each case individually stands out. Relatively few teachers have been drafted from the single, non-veteran 19-26 groups so far, but calls for reservists and National Guard members have taken a heavier toll. Most authorities seem to feel that veterans will not be called back into service before mid - 1951.

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this is needed to combat "fear, doubt and cynicism." On the affirmative side, he proposes an intensive survey of teachers' college curricula; more student government; education for economic literacy; emphasis at all levels on citizens' rights and responsibilities; inclusion of camp and work experience in the school program and stressing the role of parents in preparing children for citizenship.

## Higher Priorities for Schools Aim of State School Officers

WASHINGTON — Will the schools get their share of scarce materials? The National Council of Chief State School Officers aimed heavy criticism last month at the Government's National Production Authority for not helping the educational systems meet the double problem of higher prices and fewer supplies. At the council's annual conference, speakers charged NPA has listened to the demands of business while ignoring schoolmen's pleas.

Edgar Fuller, council secretary-treasurer, said "Business and industry got 20,000 tons of steel for freight cars. We need 15,000 school busses and each takes tons of steel. But even though this is an infinitesimal part of 1% of the total steel production, schools can't get in there and get that steel away from the business boys who are after it."

The council voted unanimously to authorize its board of directors to seek a solution to the problem.

## Principal Protests Hiring Inexperienced Teachers

SAN FRANCISCO. — Mrs. Alice Hubner, elementary school principal, recently protested to the local board of education against the hiring of elementary teachers who had had no practice teaching. A letter from the Elementary Principal's Association charged that persons trained for secondary positions are taking elementary jobs here as a matter of "expediency."

Superintendent Herbert C. Clish said he favored requiring teaching experience of elementary candidates, but that no such requirements should be established while there is a teacher shortage.

## Exception for Teachers Under GI Rights Measure

BOSTON — Teachers taking summer courses under the GI Assistance act will not be cut off from their Federal allowances at the close of next summer, as would have been the case unless an exception had been made in their favor. This is clear from a special directive received by the local headquarters of the Veterans' Administration and presumably sent to other VA branches throughout the United States.

According to the general ruling previously issued for GI students, they have until July 5, 1951 to register for their final courses and must not interrupt their schooling if they wish to draw GI checks. However, the new ruling for members of the teaching profession permits them to attend summer sessions year after year, provided they are steadily employed in educational work between summers. Teaching itself is apparently held to be a continuation of studies.

## Textbooks Found Free Of Intentional Bias

PHILADELPHIA. — High school texts and courses of study, with few exceptions, are free of intentional bias toward any group, an American Council of Education study finds. There are, however, instances of careless wording which may tend to perpetuate prejudices now current in America.

Gaps and omissions which the Council thinks may aid bias include: failure to stress the worth of the individual sufficiently; too abstract a discussion of civil liberties; sketchy treatment of the right to vote; neglect of the patterns of group organizations; patronizing references to immigrants; failure to mention racial segregation; unrealistic treatment of American Indian problems; too little discussion of the exact nature of religious groups and their basic agreements; and speaking of inter-group relations in a preachy moralizing way rather than in down-to-earth terms.

The Council committee suggested that curriculum reorganization should precede textbook revision.

### Georgia Schools May Lose Accredited Standings

ATLANTA — A political explosion of major proportions threatened Georgia's schools last month in the wake of the summary firing of 12 school department supervisors. The southern association of colleges and secondary schools was asked to see whether this state's 158 accredited high schools should lose their accredited standings. An out-of-state committee of experts may investigate "political interference" with the school system.

The twelve supervisors were released without warning by the board of education, appointed by Governor Herman Talmadge. State School Superintendent M. D. Collins, who has been scrapping with the governor over who is boss of educational matters, said the board's firings were illegal. Kanakee Anderson, Georgia Education Association president, agreed, calling the action political.

### Guide for Human Relations

NEW YORK — Students who took part in an experiment in inter-group living sponsored by the National Conference of Christians and Jews recently adopted the following guide for promoting desirable human relations:

(1) "Examine your own prejudices and correct the deficiencies of conduct habit and thought.

(2- "Avoid derogatory terms and group stereotypes.

(3) "A guiding principle — human beings are more alike than they are different.

(4) "Examine the real causes for a group's or an individual's course of action."

The students urged the establishment of youth councils representing all groups on a neighborhood level whenever there is need for them.

### Arizona School Segregation Declared Illegal

PHOENIX — A federal district judge here has ordered an end to segregation of Spanish-American students in Tolleson, Ariz., public schools. The ruling called the practice discriminatory and by implication a violation of civil rights. It was not known if the ruling will abolish segregation of Spanish-American students in other districts where it is practiced.

Arizona voters turned down an anti-segregation law in the general election.

## Colleges Weigh Gains in Fight Against Segregation and Discrimination

As Brotherhood Week approaches, America's schools and Universities are looking back at 1950 as the year the Supreme Court cracked the walls of segregation and wondering what contributions education can make to better human relations in 1951.

Colleges in Illinois, Indiana, Michigan and Wisconsin are checking their own policies and practices to discover "areas of discrimination or areas in which promising progress has been made in removing intercultural misunderstanding." A marked decrease in cases of discrimination in college and university admissions since the passage of New York's Educational Practices Act was shown by a recent survey.

Although the University of Tennessee defied opinions of the U. S. Supreme Court and the State Attorney General last month by turning away 5 negro applicants for advanced study, the admission of negroes to traditionally all-white southern colleges has gone forward smoothly in most states. The Supreme Court's anti-segretation ruling was applicable only to public institutions; yet a growing number of private colleges are now enrolling negroes in graduate and undergradute divisions.

Students themselves are taking the change calmly and constructively. The southern negro student goes to ball games, shares library facilities and sits in the school cafeteria with the white student without unpleasant incidents. St. Louis University, which pioneered by letting down the racial barriers in 1944, has just successfully tackled through its student government the problem of eating places in the campus neighborhood that refused to serve Negro students. As part of the University's program to combat prejudice, both negro and white community leaders participated in a course on race relations last summer. At the Southern Governor's Conference, Dr. Colgate Darden, president of the University of Virginia, urged greater equality in the south's public school facilities. He stated his belief that below the college level, segregation should continue, but urged that greater efforts be made to build up first rate schools on the "separate but equal basis." To this end, he recommended that school boards and commissions directing reform programs include members of both races.

James N. Nebrit, Howard University law professor, predicted at the Association of Land Grant Colleges meeting that segregation at the college level would end in a decade. He foresaw an end to discrimination in all schools, from elementary to graduate, within a quarter century. Where the funds to make this possible were to come from, he did not say.

### Brotherhood Practices Listed

NEW YORK CITY — In preparation for Brotherhood Week and Negro History Week, the Board of Education recently issued a list of local practices which had promoted good human relations in schools with highly mixed populations. Elementary schools have featured the biographies of famous negroes, staged negro and Jewish historical exhibits, presented plays stressing the dignity and worth of the individual; and held an international buffet supper for parents and teachers, at which Puerto Rican, Italian, Jewish, Russian, German and New England dishes were featured. A group of economically favored 8th graders got to know the students at a nearby junior high school with a large number of underprivileged Puerto Rican pupils and studied Puerto Rico's historical and cultural backgrounds.

Discussions in English and social studies classes, films on religious holidays, lessons on FEPC, talks from representatives of the state Commission against Discrimination, a project on Negro poetry, visits to schools by foreign students and celebrities belonging to minority groups, and essays outlining programs for combatting intolerance have all been featured successfully at the high school level.

## Seek Extension of Conn. School Board Functions

HARTFORD — Recommendations for the expansion of services of local boards of education and the State Department of Education, together with methods of financing the expansion, were presented recently by the Connecticut Fact-Finding Commission of Education, appointed a year ago by Gov. Bowles. These suggestions included:

(1) Boards of Education should have fiscal independence with authority to determine school budgets and raise funds to meet them. They should be authorized to issue bonds for school construction approved by popular referendum.

(2) Board members should be elected by the public.

(3) Regular monthly meetings should be open to the public, and community participation in school planning encouraged.

(4) A restudy should be made by the boards of teacher and administrative salary schedules, with a view to attracting superior teachers.

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## Spanking Sophomore Not Third Degree Assault

QUINCY, WASH. — Russell Estvelt, school superintendent who spanked a high school sophomore with an 18-inch paddle was found innocent of third degree assault by a local jury. The town was hotly divided over the incident, 5 teachers threatening resignation unless Estvelt was acquitted. The school head said he had whacked Gerald Bergstrom "for refusing to give up a cap pistol and cursing me in the presence of pupils."

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## Don't Forget Those National Teacher Exams

The National Teacher Examinations will be given at testing centers throughout the United States on February 17, 1951. For application forms and sample questions, ask your superintendent or write to National Teacher Examinations, Educational Testing Service, P. O. Box 592 Princeton, New Jersey.

# *Here and There . . .*

**Orangeville, Ont.'s** $350,000 high school opened on New Year's Day, thanks to the faculty. Principal Cline and four teachers worked as laborers, bricklayers and electricians to help build it.

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Ferdinand Prandato has resigned as president of **Wharton, N. J.'s** board of education and gone back to shoemaking. Whenever he voiced an opinion as head of the board, Mr. Prandato said, he ran into trouble. Those who didn't agree with him boycotted his shop. "I just can't afford to stay on the board", he said. "I have to eat."

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The **Newburyport, Mass.** City Council has transferred $43,730 to the School Department to keep Mayor "Bossy" Gillis out of jail. Teachers, who will thus get the salary increases voted them two years ago, are not too concerned about what Gillis had to say to a Superior Court judge about the funds thus relinquished.

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**Fairlawn, N. J.'s** four school buildings were listed as for sale at public auction in mid-December because the Board of Education had refused to pay $4,851 in sewer installation assesments levied two years ago. The listing was part of a feud between the borough council, which is determined to have the board pay the amount and the board itself, which insists that the schools are non-taxable. Youngsters with visions of "No School" days were disillusioned when they found out it was just a formality.

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Mrs. Lilian Clapp of **Groton, Mass.,** has rounded out 51 years as a school bus driver, begun when the bus was a horse and buggy. She is resigning because she wants to give more time to her other business—dressmaking.

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Now high school boys can go on to college to learn to be scientific cow boys. A "Ranch-Classroom Course in Cattle Production" has been added to the curriculum at Fort Lewis Agricultural and Mechanical College, **Hesperus, Colo.** The school announces that it is giving "in the saddle" training in branding, dehorning, vaccinating and other cow poke techniques.

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Only two of **Wellesley College's** 45 freshmen decided to go there because of its proximity to Harvard and Massachusetts Institute of Technology, a survey disclosed. The majority of those polled claimed to have chose the college for intellectual reasons.

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If your pupils have nightmares after reading comic books, you can be thankful because this will draw attention to their real anxieties and adjustment difficulties which are merely brought to the surface by the comic book diet. So says the Mental Health Association of **New York City** and just to prove it has no grudge against comics, the association is bringing out a comic book of its own.

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Marietta College, (**Marietta, Ohio**) noted for having bought a houseboat dormitory in 1945 to take care of the GI rush, has "imagineered" a similar project, a men's dorm made from a factory building. Total cost of conversion was less than half that of a new building and students used to barracks and fox-holes are not complaining.

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The **Connecticut** Charter for Children will have to be reworded because a junior high school student found a mistake in it. The 9th grader took objection to the statement, "Our children of today will be the citizens of tomorrow" on the grounds that those born on American soil are citizens from that point on. Wrote State Health Commissioner Osborn, "We have examined the charter in the light of your criticism and have no choice but to admit that you are right."

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**St. John's College,** a male stronghold for 250 years, reacted to the news that 50 women will be admitted next fall with a series of protest meetings. The students' main complaint seemed to be that the administration hadn't consulted them before taking the step.

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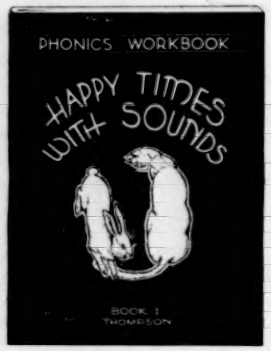


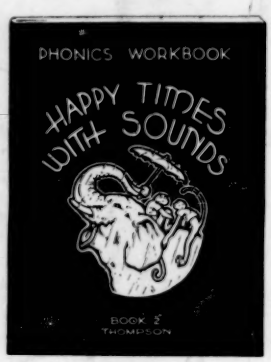


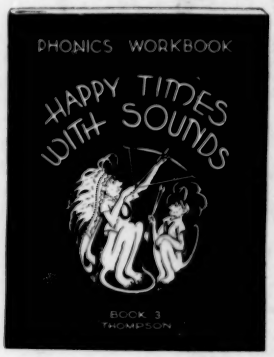


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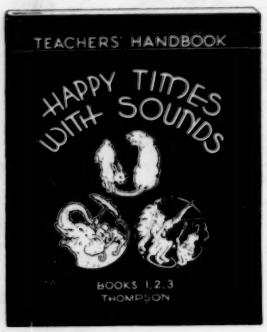


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